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ABSTRACT

This is the final report on the development of a model program for training elementary school teachers at Florida A & M University, using the University of Massachusetts Model for Training Elementary School Teachers as a frame of reference. The content include 1) information on admissions to the university and the department; 2) the development of "cluster modules," with a sampling of overview modules for foundations in early childhood education, nursey-kindergarten education, experiences and program planning in early childhood education, directed observation and participation in early childhood education, health and physical education, social studies for elementary teachers, music for elementary teachers, science in the elementary school, children's literature, theory and practice of teaching in the elementary school, mathematics at the elementary school level, and language arts; 3) early student contact prior to arrival for enrollment, assessment of learning experiences, student-teacher experiences, and further steps in the development of the model. Two appendixes include the brochure for incoming freshment and transfer students in the Department of Early Childhood and Elementary Education, and the results of opinnaires of student teachers for the school year 1970-71. (MBM)

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FINAL REPORT

Grant No. EOGO-9-198031-4316

DEVELOPING MODEL PROGRAM FOR TRAINING ELEMENTARY SCHOOL TEACHERS AT FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY BASED ON UNIVERSITY OF MASSACHUSETTS MODEL

June, 1971

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ACKNOWLEDGEMENT

It has been a personal and professional pleasure to observe and participate in the developing performance based model program for training elementary school teachers under the direction of the School of Education at Florida Agricultural and Mechanical University.

The input by staff members and related personnel has had its impact on the entire teacher education program. The high level of professionalism, the continuous efforts to gain deeper insights into the effective operation of the designed program, and the personal enthusiasm manifested by all staff members give a high degree of assurance that a greatly improved quality of teachers for elementary schools will be the output.

We, the administration and staff are committed to the continuation of the program until it is fully implemented.

Paul B. Mohr, Sr.

Paul B. Mohr, Sr., Dean
School of Eudcation

PREFACE

This report is the final report representing the progress toward developing a model program for training elementary school teachers at Florida A & M University using the University of Massachusetts' Model For Training Elementary School Teachers as a frame of reference.

The progress report submitted in June 1970 showed: (1) the conceptualization of the model that was considered appropriate for and the possible implementation at this institution, (2) the steps that had been taken toward implementation, and (3) the steps to be taken toward further implementation during the period July, 1970 through June, 1971.

The project has already had its impact on the strategies for training teachers at Florida A & M University, with the greatest effort and change being reflected in the program for training teachers for elementary schools. The efforts of the staff are reflected in the inclusion in this report of cluster modules which primarily represent the professional content preparation components of the training program.

The Director of the project is grateful to the faculty and the staff of the Department of Early Childhood and Elementary Education, related personnel in other units of the University, and to the Administration for their continuous support and cooperation.

SECTION I

PROJECT STAFF

Florida Agricultural and Mechanical University staff members responsible for developing the Model Program for Training Elementary School Teachers.

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The first progress report on the development of the model program for training elementary school teachers at Florida A & M University was released in June, 1970. That report included the rationale of the program, its design composed of fifteen components, the progress toward implementation, and a commitment for the period July 1, 1970, through June, 1971.

The conceptualization of the program is comprised of the following components:

1. Diagnostic measures featuring lower division and upper division students
2. Guidance and counseling
3. Remedial or compensatory Program
4. Normal basic studies Program
5. Early Involvement with elementary age children
6. Special one quarter curriculum for third year transfer students
7. Admission to teacher training program
8. Prospective teacher education program with depth in specialty
9. Developing proficiency in Human Relations and Behavioral Skills
10. Proficiency in professional content areas
11. Proficiency acquired in evaluation, media, supervision and technology
12. Performance criteria
13. Placement
14. Continued in-service training
15. Feedback for program improvement

Table I shows the progress toward the phasing-in of the components.

TABLE I MODEL PROGRAM COMPONENTS AND EXTENT OF PHASE-IN

Components	Phased-In	Phasing-In	In Planning Stage	Future Development
1. Diagnostic measures	x			
2. Guidance and Counseling		x		
3. Remedial and compensatory Program		x		
4. Normal basic studies Program	x			
5. Early involvement		x		
6. Special one quarter curriculum for transfer students			x	
7. Admission to teacher training Program	x			
8. Prospective teacher's program with depth in Speciality	x			
9. Developing proficiency in human relations and Behavior Skills			x	
10. Proficiency in the professional content Areas		x		
11. Proficiency acquired in evaluation, media, supervision and technology				x
12. Performance criteria		x		

Table I Cont'd

Components	Phased-In	Phasing-In	In Planning Stage	Future Development
12. Performance criteria		x		
13. Placement			x	
14. Continued in-service training				x
15. Feedback for program improvement		x		

ADMISSIONS

Florida Agricultural and Mechanical University, historically, has been a teacher training institution since its beginning in 1887.

The admission requirements have changed periodically, however, and are continuing to change with time and circumstances.

Admission to the University

A student may be admitted to the University through several avenues, among which are graduation from an accredited high school, and a satisfactory score on the Florida State-wide High School Test, a satisfactory score on an equivalent test special recommendation of his high school principal and a screening committee or a combination of these factors.

Admission to the Department

When a student is admitted to the University indicating his major interest, if it is elementary education, he is immediately contacted by the Chairman of the Department, welcoming him, and providing brief information on the total educational program which includes the developing performance based program for training elementary teachers. (See appendix A)

All freshmen and transfer students, upon arrival, meet with the staff of the Department of Early Childhood and Elementary Education at which time each student is assigned an advisor who guides and counsels him throughout his stay in the University. The student spends his first two years in the Basic Studies program in the College of Arts and Sciences, except the time he participates in activities with elementary age children under the School of Education's Teacher Education Program.

Admission to Teacher Education

Acceptance for admission to the University is not tantamount to acceptance for admission to teacher education. Students, therefore, who plan to teach are required to apply for official admission to teacher education programs during the quarter in which they are accumulating the first ninety (90) quarter hours of prescribed credit. These admission requirements are:

1. The completion of a minimum of 90 quarter hours of required course work with a cumulative grade point average of 2.00. The ninety quarter hours must be as prescribed in the respective curriculum for the first two years.

2. Successful completion of the English courses with a minimum grade of "C" and a satisfactory score on the English Comprehensive Examination.

3. A satisfactory recommendation from each of the following:

   a. The department of the student's major
   b. The Director of Health Services
   c. The student Personnel Department
   d. The Speech and Hearing Clinic

4. A favorable recommendation from the departmental PSTE (Personnel Services in Teacher Education) representative on the basis of personal interviews by instructors of the student.

In addition to the above criteria on admission to teacher education, the applicant must be recommended by at least two teaching faculty members.

SECTION II

MODULE DEVELOPMENT

It was decided by the staff primarily responsible for developing the model program, that irrespective of its organization, the guiding system and other administrative arrangement, the nature of a performance based program necessitated the development of modules for implementation consistent with its intent. Therefore, this endeavor was given priority as a second phase of concentrated effort.

It was further decided that "Cluster Modules" would serve the purpose of providing an overview of each area in the professional content preparation aspect of the training program and mini-modules or sub-modules, would become a part of the unit teaching strategy. Consequently only a sampling of overview modules is included in this report for the major purpose of showing the direction module development is moving.

INDIVIDUALIZED INSTRUCTIONAL MODULE

OVERVIEW

FOUNDATIONS IN EARLY CHILDHOOD EDUCATION

I. Content Classification

Understanding in the early and present development of early childhood education

II. Purpose

The student enrolled in this course will need a broad background in the beginning of his chosen field of study. By pursuing individual avenues of obtaining information, the student will have a wide range of opportunities to become acquainted with philosophers, educators, and authors who have made noteworthy contributions to his field of endeavor. The student will have the opportunity to explore the growth of this area in the American educational system and from the conflicting views can form a workable philosophy of his own. The philosophy concluded by the student will be based on the orderly development of the young child in all areas of development through experimental methods of cognitive growth.

III. Behavioral Objectives

The student will know at least twelve (12) European and American authors, philosophers, and educators who pioneered and made noteworthy contributions to the present-day program; their conflicting theories, and methods in early childhood education.

IV. Skill Clusters

A. Response repertoire

1. Verbal (class discussions)
2. Non-verbal (written)

B. Skills in presentation of information

1. Fluency in relating materials from different sources
2. Fluency in presentation of information (written and oral) in a sequential order

C. Fluency in motivating listeners

1. Relating to questions from the listeners
2. Presentation for desired information
3. Relating information to present-day innovative programs in this area of education

V. Learning Experiences

From requested sources, the student will select informational chapters which will best help him to understand the orderly fashion of the development of philosophies and the development of schools for the very young. Accordingly, the student will:

A. Read the appropriate text and bulletin

1. Auleta, M. S., Foundations in Early Childhood Education
2. Hill, Patty Smith, "Kindergarten", Association for Childhood Education International Publication.

B. Read other appropriate references to complete a well-rounded picture of number V (A).

C. View film, "Room to Learn", Associated Film Co.; and filmstrip "Kindergarten", F.S.U. Library.

D. Read the philosophy from three state bulletins; correlate them with the philosophy of the Florida State Bulletin 76, 1969, "A Guide: Early Childhood Education in Florida Schools".

E. Observe one, two-hour period in Kindergarten at Lucy Moten Elementary School, FAMU

F. Work toward the objectives by other methods of his choice.

VI. Performance Criteria

A. The student will have compiled, in notebook form, the information gained in this course.

B. The student will have arrived at a personal philosophy of early childhood education and can define it orally.

C. The student can, orally or in writing, discuss the foundations of early childhood education from Plato to the present-day programs.

METHODS OF EVALUATION

I. Pre-Assessment

On the first day of class the student will be requested to write his philosophy of early childhood education. This philosophy will serve as a base for the study of philosophies of noteworthy philosophers and educators.

II. Study Methods

A. Assigned readings from a textbook and other publications

B. Individual written and oral reviews of assigned reading. List likenesses and differences in the philosophers and educators' philosophies (At least twelve)

III. Final Assessment

A. Book reviews and oral expressios of materials covered

B. Rewriting of own philosophy made on the opening day of school

C. A selection of questions from the five alternative answers to end the final assessment

Reference used for pattern of Questions III - C:

Mouldy, G. J., and Walton, L. E., Schaum's Outlines of Test Items in Education: Schaum's Outline Series, McGraw-Hill Book Company, 1962.

IV. Selected References

Auleẗa, M. S., Foundations in Early Childhood Education

Bereiter, C. and Engleman, S., Teaching the Disadvantaged Children in Preschool

Frost, J., Early Childhood Education Re-discovered

Hadsell, V. and Newcom, G. C., Equal Start (new) Innovation

Hartup, W. W. and Smothergill, N. L., The Young Child Review of Research

Haymes, J. L. Jr., A Child Development Point of View

Hill, P. S., Kindergarten or The American Encyclopedia, Copyright (1942) The United Educators, Chicago.

Lambert, H. M., et. al., Teaching the Kindergarten Child.

Leeper, S. H., Good Schools for Young Children.

Rasmussen, M. and Martin, L. P., Reading from Childhood Education. Articles of Lasting Values.

Sluckin, W., Imprint and Early Learning (Research)

Bulletins:

Florida State Department of Education, "A Guide for Teaching in Florida Schools", Bulletin 6, 1969.

Minnesota State Department of Education, "A Guide for Teaching in the Kindergarten".

Sacramento County School, "Kindergarten Guide".

AUDIO-VISUAL CHART

Films to be Viewed	Dates Viewed
1. Terrible Two's and Trusting Three's	
2. Frustrating Four's and Fascinating Five's	
3. Sociable Six to Noisy Nines	
4. Child Explores His World	
5. Children Learn by Experiences	
6. Early Social Behavior	
7. Learning and Growth	
8. How Do We Know	
*9. "Room To Learn"	
10. "How Children Learn"	
11. "Discover Our Natural World	
12. "Day in the Life of a Five Year Old"	
13. "Fun on the Playground	
14. Children's Play	
*15. "Kindergarten"	

* - Priority Films

Slides to be Viewed	Dates Viewed
*1. Early Childhood Experiences	
*2. Play Materials (53 slides)	

* - Priority Films

NURSERY-KINDERGARTEN EDUCATION

PRE-REQUISITE: FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

I. Content Classification

Educational theory and methods in education for young children

II. Purpose

The student enrolled in this experience gains the required theory and methods of organizing and executing a standard nursery-kindergarten unit in a school. The student will gain enough knowledge so that he can organize and execute innovation in early childhood education.

III. Behavioral Objective

The student will learn the past and present theories, methods, and forces that shape the education of young children according to their age and stage of maturation. This knowledge includes the physical, social, emotional, and intellectual surroundings, and program and atmosphere of the school's setting.

IV. Skill Cluster

A. Response repertoire

1. Verbal (class discussion)
2. Non-verbal communication (written)

B. Skills in presentation of information

1. Fluency in relating information from many sources
2. Fluency in presenting information (written and oral) in sequential order
3. Fluency in distinguishing between the different philosophies, and selecting one for future use in our present democratic school system
4. Fluency in selecting good research information to clarify the principles of early childhood education

C. Fluency in motivating listeners

1. Fluency in work as a team or panel in the presentation of methods of instruction in early childhood education
2. Knowledge of the curriculum contents for an educational experience for young children.

3. Knowledge in methods of determining the organization of subject matter for young children
4. Knowledge of what constitutes a good community-parent-teacher-school system
5. Knowledge of the characteristics of young children and how to vary methods to include all children regardless of their endowment and individual differences

V. Learning Experiences

From a comprehensive syllabus, the student will know the references that he thinks will best help him in securing the needed information to complete the syllabus. These references help him review (when necessary) the philosophers, educators, and researchers who have made noteworthy contributions to this area of education. The student will:

A. Use the text: Leeper, et. al., Good School for Young Children

B. View at least five films on the characteristics of young children, how children learn, and programs for young children (See list checked)

C. Read the proper reference books to complete a well rounded picture of theory in early childhood. (See recommended list)

D. Observe kindergarten children in an educational setting and correlate the textbook child with what you observed

E. Work toward the objectives stated above or corresponding ones of his own. The chosen objectives will result in the same general information

F. Become acquainted with an extended word and phrase vocabulary as related to the course

VI. Performance Criteria

A. The student will have accumulated a store of acceptable information concerning growth and development of young children, methods and procedures and organization and execution of a good nursery-kindergarten program.

B. The student will have performed the above assignments based on a sound philosophy from the previous class or during the present class

METHODS OF EVALUATION

I. Pre-Assessment

During the first class period of the quarter, each student will be requested to turn in an identification card, listing his address, hobby, assets, philosophy and an early childhood incident that he believes has bearing on his present personality.

Some of the students enrolled in this course might not have taken Foundations in Early Childhood Education. For some students, the next assignment might be a review, for others, the beginning study of philosophers and educators who have made noteworthy contributions to early childhood education.

II. Study Method

A. The textbook will be divided into sections for study, individual and group discussion and reports

B. One summary of a current event article will be due each week. This article will be related to the section of study in the text.

C. Observations in a kindergarten will be used as a means of relating theory to practice

D. During the curriculum study, panels will be requested to present demonstrations of information studies. These presentations will utilize audio-visual equipment and materials

III. Final Assessments

The final assessment will be in test form, covering the textbook information and a re-assessment of the performance during the term.

Reference for test pattern:

Mouldy, G. J. and Walton, L. E., Schaum's Outline of Test Items in Education; Schaum's Outline Series, McGraw Hill Book Company, 1962.

IV. Audio-Visual Chart

Films to be Viewed	Dates to be Viewed
*1. Terrible Two's and Trusting Three's	
*2. Frustrating Four's and Fascinating Five's	
*3. Sociable Six to Noisy Nines	
4. Child Explores His World	
5. Children Learn by Experiences	
6. Early Social Behavior	
7. Learning and Growth	
*8. How Do We Know	
9. Room To Learn	
10. How Children Learn: Our Natural World	
11. Discover Our Natural World	
*12. Day in the Life of a Five Year Old	
13. Fun on the Playground	
14. Children's Play	
15. Kindergarten	

Slides to be Viewed	Dates to be Viewed
*1. Early Childhood Experiences	
2. Play Materials (53 slides)	

*Priority Films and Slides

EXPERIENCES AND PROGRAM PLANNING IN EARLY CHILDHOOD EDUCATION

PRE_REQUISITE: NURSERY-KINDERGARTEN EDUCATION

I. Content Classification

Practical skills in planning and organizing educational experiences and the formalizing of a yearly program

II. Purpose

The student enrolled in these experiences will be given the opportunity to organize into workable form, the information gained in early childhood education courses. This course wil enable the student to assemble information for the teaching of an educational experience (unit) which will include the necessary background information, concepts, and physical play opportunities for the learning process. This course provides time for the student to practice educational skill before reaching the classroom.

III. Behavioral Objectives

The student will be able to develop skills, techniques, and methods learned in previous courses to the extent of writing sample educational experiences, planned yearly programs and daily lesson plans. The above accomplishment will enable the student to execute the acquired knowledge in a demonstration setting.

IV. Skill Cluster

A. Response repertoire

1. Verbal (group presentation along with demonstrations)
2. Non-verbal (writing and organizing of demonstration materials

B. Skills in presentation of information and demonstration of materials

1. Fluency in presentation of information
2. Fluency in demonstration of materials
3. Fluency in organizing small children's group for class demonstration

C. Fluency in motivating listeners and observation

1. Relating to questions from listeners
2. Demonstration in the use of materials to be used in the classroom

V. Learning Experiences

From a reference list, the student will select informational books and chapters which will best help him understand the methods and techniques of composing a nursery-kindergarten yearly program. This program will be broken down into seasons, occasions, monthly, and daily sessions. Educational experience topics will be selected and written for cognitive development. The student will:

A. Read the appropriate textbook and bulletins

1. Burd, H. B., Teaching in the Kindergarten
2. Bulletin 76, 1969: A Guide: Early Childhood Education in Florida Schools

B. Use many resources to compile background information for educational experiences

C. View Film:" "How Do We Know" and slides from the N. B. Young Nursery, Community Playthings, and others.

D. Be able to identify all areas of academic information in each educational experience

E. Write objectives in behavioral terms and select conceptual understandings from each educational experience

F. Practice with creative art materials, audio-visual, and other teaching aids

G. Bring small groups of children into the college classroom, so that children's reactions can be observed and studied

H. Be able to arrange an educational room for specific learnings

VI. Performance Criteria

A. The student will have compiled a notebook as the beginning of an early childhood teaching kit

B. The student will have begun filling in the yearly plan with educational experience that do not relate to any specific time of the year

METHODS OF EVALUATION

I. Pre-Assessment

A. An oral review of the curriculum area of Education 305-Nursery-Kindergarten Education

II. Study Method

Based on the textbook, state bulletins and observation information, the student will be expected to develop the beginning competence in the writing of experiences and educational programs for young children.

The student will be expected to perform the following assignments:

A. Write a philosophy on early childhood education.

B. Develop objectives and lesson plans.

C. Sketch a floor plan for a kindergarten classroom, designating the arrangement of furniture, interest areas and materials.

D. Develop a yearly outline for a kindergarten program.

E. Organize and write a number of educational experiences (units) for a kindergarten class.

F. Operate audio-visual equipment.

G. Design and develop an educational bulletin board.

H. State expected outcomes of the program in behavioral terms.

I. Refer to a list of references for information on the program.

J. Plan mini-teaching experiences (units)

III. Final Assessment

The student will be requested to compile the above material in notebook form to be used as individual reference.

The student will demonstrate his inderstandings by teaching the experiences to his classmates and to small groups of kindergarten students.

IV. Audio-Visual Chart

Films to be Viewed	Dates to be Viewed
*1. Terrible Two's and Trusting Three's	
*2. Frustrating Four's and Fascinating Five's	
3. Sociable Six to Noisy Nines	
4. Child Explores His World	
5. Children Learn by Experiences	
6. Early Social Behavior	
7. Learning and Growth	
*8. How Do We Know	
9. Room To Learn	
10. How Children Learn: Our Natural World	
11. Discover Our Natural World	
*12. Day in the Life of a Five Year Old	
13. Fun on the Playground	
14. Children's Play	
15. Kindergarten	

Slides to be Viewed	Dates to be Viewed
*1. Early Childhood Experiences	
2. Play Materials (53 slides)	

*Priority Films and Slides

V. Selected Reference

Aaron, D., and Winawer, B. P., Child's Play

Alpen, M., Discovering Music with Young Children

Bailey, E., Discovering Music with Young Children

A.C.E.I., Feeling and Learning

Berson, M. P., Kindergarten, Your Child's Big Step (NEA)

Craig, G. S., Science in Childhood Education

David, A. and Winawer, B. P., Child's Play

D'Evelyn, Individual Parent-Teacher Conference

Ellis, M. J., Creative Handwork Ideas

Ellis, M. J., The Kindergarten Log

Foster, and Headly, Education in the Kindergarten

Gaitshell, Art Education in the Kindergarten

Gardner, Development in Early Childhood

Hoover, Art Activities

Hurd, H. B., Teaching in the Kindergarten

Bulletin 76, 1969, A Guide: Early Childhood Education in Florida Schools

DIRECTED OBSERVATION AND PARTICIPATION IN EARLY CHILDHOOD EDUCATION

PRE-REQUISITE: EXPERIENCES AND PROGRAM PLANNING

I. Content Classification

First hand experience in observing a certified teacher in action. The development and execution of experiences with children in a standard nursery-kindergarten classroom.

II. Purpose

This course is designed to give the student enrolled an opportunity to observe and practice the theory, skills, and techniques he has acquired in previous courses. It will complete the state department's requirement in early childhood education, providing he has completed the requirements for elementary education.

III. Behavioral Objectives

The student will have obtained enough knowledge to be permitted to organize and execute educational experiences with children in a standard classroom under the supervision of a certified nursery-kindergarten teacher.

IV. Skill Cluster

A. Response repertoire

1. Verbal (conversing with directing teacher and students)
2. Non-verbal (written)

B. Skills in presentation of Information

1. Fluency in conversing with directing teacher in order to obtain desired or requested behavior while working with the children
2. Fluency in organizing materials and information for cognitive, affective, and psychomotor learnings

C. Fluency in motivating the learner

1. Relating to questions from the learners (children)
2. Presentation for desired information
3. Relating information to the learning domains
4. Innovative suggestions
5. Relating the conceptual understandings to the subject matter area (curriculum)

V. Learning Experiences

The student will enter an educational environment for young children where he will observe and practice the skill, technique, and theory that he has learned in other courses. Here, he will study the physical environment, its arrangement of educational materials and supplies, the reaction of young children as compared with the textbook child. He will have the opportunity to try new techniques with the approval of a certified teacher. The student will:

A. Read the appropriate texts and state bulletin.

1. Miller, H. E., Practical Guide for Kindergarten Teachers, 1970.
2. Salot, L., and Leavitt, J. E., The Beginning Kindergarten Teacher, 1965.
3. Bulletin 76, 1969, "A Guide: Early Childhood Education in Florida Schools."

B. Read the appropriate reference materials to strengthen every educational experience presented.

C. Get acquainted with varied audio-visual equipment by using them in class presentation.

D. Be able to present the necessary art materials and books to strengthen all educational experiences.

E. Produce an entire unit of work before the actual experience begins. This plan must be approved by the classroom teacher before the practice teacher begins.

F. Have the opportunity to select the educational experiences he wishes to present.

G. Be able, under guidance, to take over the entire class for the scheduled time in the center.

VI. Performance Criteria

The student will develop a teaching kit. The kit will include samples of all activities presented, a daily log, and all the educational experience taught during the period of his stay in the center.

METHODS OF EVALUATION

I. Pre-Assessment

To enroll in this course, the student is required to successfully pass the theory course.

The following items will be reviewed during the pre-seminar:

A. The organization of an education experience (unit)

B. The description of a Nursery-Kindergarten Center

C. The use of audio-visual and art materials

D. The use and organization of a daily lesson plan

E. The use of an informational bulletin board

F. The beginning of a daily log which will be placed in an expansion file

II. Study Method

This period provides opportunities for the participation of students to become acquainted with the directing teacher, students, room organization, schedule, and the directing teacher's techniques of operation.

The length of the observation period will be determined by the directing teacher and conferences will be scheduled at her discretion.

The student is required to keep a day-to-day record of the activities he observes and executes along with samples of the nursery-kindergarten students' work.

The student is required to have his plans approved by the directing teacher before he executes them.

A. Classroom Orientation (Suggested Procedures)

1. First Week: Get acquainted with the children, directing teacher, classroom and program by:

a. Listening to the teacher and children call names during conversations.

b. Observing the sleeping and eating charts (File copy)

c. Checking the attendance and daily report forms

d. Helping with daily routines, with the approval of the teacher.

e. Compiling questions for conference sessions. Turn in at the first post seminar meeting (File copy)

2. Second Week

a. Continuing activities of the first week

b. Becoming involved in educational activities and experiences after conferences and planning with the teacher

c. Filing copy of daily plans

3. Remaining Experience Period

a. Following direction and guidance from the teacher

b. Making use of past experiences

B. Assignments

1. Group Observation

2. Student Participation

3. Day-to-Day Record of Experiences

4. Samples of Nursery-Kindergarten Students' Work; Place them in file

III. Final Assessment

The final assessment will be made by the performance during the quarter. This assignment will be made by the following:

A. Pre-seminar Performance

B. Participation Performance recommended by the Directing Teacher

C. The Development of a "Teacher Information File"

D. Participation in the Post-Seminar

IV. References

A. Books

A. C. E. I, Feeling and Learning

Cherry, Clare, Creative Movement for the Developing Child

Davis, A. and Winawer, B. P., Child's Play

Ellis, Mary J., Creative Handbook Ideas

Green and Wood, A Nursery School Handbook

Hammonds, Good School for Young Children

Hanna, Potter and Hagaman, Unit Teaching in Elementary School

Hartley, R., et. al., Understanding Children's Play

Haup, D., and Orsborne, D. K., Creative Activities

Hefferman-Todd, The Kindergarten Log

Hess, R. D., and Beau, Early Education

Hurd, Helen B., Teaching in the Kindergarten

Lambert, Hazel, Teaching the Kindergarten Child

Lawrence, Evelyn, Discovering Music with Young Children

Leavitt, J. E., The Beginning Kindergarten Teacher

Logan, Lillian, Teaching the Young Child

Lowenfield, Victor, Young Child and His Art

Miller, H. E., Practical Guide for Kindergarten Teachers

Peter, and Allen, Teaching Kindergarten Day by Day

Shaffel and Shaffel, Role Playing for Social Values

Shane, H. G. Beginning Language Arts

Sheehy, Emma D., There's Music in Children

Stephen, Ida, Providing Developmental Experiences for Young Children

Syrochi, B. J., Science Activities for Elementary Grades

Wann, K. D., Fostering Intellectual Development in Young Children

Willis, Stegeman, Living in the Kindergarten

Wulie, J., A Creative Guide for Pre-School Teachers

B. Curriculum Bulletins

"A Guide for Teaching in the Kindergarten" State of Minnesota, Department, Number 25.

"Kindergarten Guide", Sacramento County Schools, California, 1963.

"Living and Learning in Kindergarten", Navade State Department of Education.

"A Guide: Early Childhood Education in Florida Schools" Culletin 76, 1969.

INDIVIDUALIZED INSTRUCTIONAL MODULE

HEALTH AND PHYSICAL EDUCATION

MODULES CLUSTER A(1-6) HEALTH EDUCATION
MODULE CLUSTER B(1-5) PHYSICAL EDUCATION

I. Module A-1 Health Education

II. Objective

Given a written examination, the student must demonstrate his level of comprehension concerning current information as it relates to health instruction, health services and healthful school living. The criterion level requires 75% minimum accuracy.

III. Pre-Assessment

A written examination will be administered. Such an examination follows this module.

IV. Instructional Activities

A. Read parts 1, 2, 3 and 4 of Health in Elementary Schools, by Irwin, Staton and Cornacchia.

B. Selected References

1. Willgoose, C. E.: Health Education in the Elementary School, W. B. Saunders Co., Philadelphia, 1969.

2. Haag, J. H.: School Health Program, Holt, Rinehart and Winston, Inc., 1965.

C. Attend lectures relative to the nature and purpose of the school health program.

V. Post-Assessment

Alternative form of the pre-assessment examination will be given.

VI. Remediation

The student in consort with his instructor will determine the additional instructional activities needed to bring the student to criterion level.

VII. Pre-Assessment Examination

Directions: On the answer sheets provided, discuss each of the following questions.

A. Healthful School Living

1. What are the four basic purposes of healthful school living?

2. How does the emotional environment relate to health teaching and to health services?

3. What policies and procedures should be followed regarding the health of teachers and other school personnel?

B. Health Services

1. What procedures are used by schools to (a) identify pupils with health problems, (b) record health status of pupils, and (c) refer students with health problems.

2. Relative to the previous question (B-1), describe the teacher's role in each of the mentioned areas.

3. What are the guiding principles necessary for an effective school health guidance program?

C. Health Instruction

1. What are the major advantages and disadvantages of the cycle plan for health teaching?

2. What are some arguments for and against the direct approach to health teaching?

3. Why is it important that the theory of the conceptual approach be applied realistically?

4. What are some of the valid principles and assumptions upon which the health curriculum should be based?

I. Module A-2 Health Education

II. Objectives

A. The student will research materials relative to the nature of the health information that should be presented on the elementary level. Factual information concerning selected topics will be compiled in notebook form. General format and number of topics will be decided by student and teacher in consort. Evaluation based on quality of preparation will be made by the instructor.

B. The student will compile a health education file appropriately indexed by grade level and area. It will consist of annotated listings of health materials for use on the elementary level. Format and number of entries will be determined by the student and teacher in consort.

III. Pre-Assessment

None

IV. Instructional Activities

A. Read Chapter 7 and 8 of Health in Elementary Schools, by Irwin, Staton, Cornacchia.

B. Suggested Readings

1. Byler, R. V., Lewis, G. M. and Totman, R. J.: Teach Us What We Want To Know. Mental Health Materials Center, N. Y., 1969.

2. Rogan, M. B., Modern Elementary Curriculum, Holt, Rinehart and Winston, Inc., N. Y., 1967.

3. Schneider, R. E.: Methods and Materials in Health Education.

4. AAHPHER: Health Concepts: Guides for Health Instruction.

5. Beyrer, M. K., Nolte, A. E., Sollenden, M. K.: A Directory of Selected References and Resources for Health Instruction.

C. View Filmstrips

1. The Effective Teacher

a. Family Life and Sex Education
b. Drug Education

2. Primary Grade Health Series (6 filmstrips)

a. Keeping clean
b. Strong teeth
c. Straight and tall
d. Rest and sleep
e. Food for health
f. Keeping well

3. Sex Education - USA (2 filmstrips)

a. A child is born
b. Courtship patterns: Human and Animals

4. Health Heroes Filmstrips

D. View Films

1. Human Beginnings
2. Human Reproduction
3. Tommy's Day
4. Your Food
5. Your Teeth
6. Artificial Respiration: Back Pressure Arm-Lift Method
7. First Aid: Fundamentals
8. First Aid: Wounds and Fractures
9. First Aid on the Spot

V. Post-Assessment

The student will prepare the following materials:

A. A notebook composed of factual information concerning selected health topics will be compiled. General organizational format and number of health topics to be included will be decided by the student and instructor in consort. Evaluation will be based on quality and will be made by the instructor.

B. Annotated listings of health education materials will be compiled. It will consist of motion pictures, filmstrips, health reading books, related materials and professional references. Organizational format and number of resources will be decided by the student and teacher in consort. Evaluation based on content, quality and organization will be made by the instructor.

VI. Remediation

Student and instructor will confer on precedures to be undertaken for remediation.

I. Module A-3 Health Education

II. Objective

After a period of instruction, a student will demonstrate his ability to plan for teaching by developing a lesson plan and related materials for an assigned grade. The instructor's eveluation of the lesson plan will be based on content, quality and organization.

III. Pre-Assessment

A written test relative to lesson plan format will be administered. Such a test follows this module. A minimal response of 90% will indicate that no further instruction concerning format is necessary. However, satisfactory completion of this test does not exempt the student from completing the major assignment of this module listed under post-assessment.

IV. Instructional Activities

A. Read Part 5 of Health in Elementary Schools by Irwin, Statton and Cornacchia.

B. Selected References

1. American School Health Association: Health Instruction Suggestions for Teachers, Journal of School Health, rev., May, 1969.

2. Ellensburg School District, Washington: Health Instruction Guides: Grades K-6, Office of the Superintendent, 1968-69.

C. View Filmstrips

1. Planning a Unit
2. Methods of Teaching: Part I
3. Methods of Teaching: Part II
4. Teaching Reservations of School Children
5. Bulletin Boards Construction

D. View Films

1. Your Health at School
2. Your Health in the Community

E. Attend lectures relative to preparation for teaching

V. Post-Assessment

After consultation with the instructor, the student will select a health topic and grade. A lesson plan and bulletin board will

be developed relative to the topic selected. In addition, one of the following will be constructed: chart, model or pupil hand-out. The instructor's evaluation will be based on content, quality and organization.

VI. Remediation

Student and instructor in consort will decide remediation needed.

VII. Pre-Assessment Examination

A. Discuss the importance of planning for teaching.

B. Outline the format of a lesson plan. Briefly describe what should be included in each section.

I. Module A-4 Health Education

II. Objective

Given a group of five (5) children, the student will demonstrate his ability to micro-teach a fifteen (15) minute health lesson on an assigned topic. At its completion, a critique of the presentation will be made by fellow students and the instructor.

III. Pre-Assessment

None

IV. Instructional Activities

A. Read Parts 5 and 6 of Health In Elementary Schools by Irwin, Staton and Cornacchia.

B. Attend lectures relative to methods in health teaching.

C. View Films

1. Minicourse One - Instructional Lesson #1
2. Minicourse One - Model Lesson A
3. Minicourse One - Model Lesson B

D. View video-taped lessons of previous presentations.

V. Post Assessment

The student will micro-teach a fifteen (15) minute health lesson on a given topic. Topic selection will be made by the student in consort with the grade teacher. A critique of the presentation will be made by fellow students and the instructor.

VI. Remediation

The student in consort with the instructor will decide the remediation needed.

I. Module A-5 Health Education

II. Objective

The student will demonstrate his ability to correctly prepare and operate the following instructional equipment: tape recorder, 16mm projector, filmstrip projector and overhead projector. Demonstration time for each piece of equipment will not exceed five (5) minutes.

III. Pre-Assessment

In a media setting, the student will demonstrate the operation of selected instructional media (i.e. tape recorder, 16mm projector, filmstrip projector and overhead projector). Five minutes will be allowed for the operation of each piece of equipment. The level of acceptable performance will be judged by the media specialist.

IV. Instructional Activities

A. Attend lectures and demonstration sessions of instructional media operation.

B. Attend practice sessions for operation of instructional media.

V. Post Assessment

Same as pre-assessment procedure

VI. Remediation

Repeat instructional activities as listed, until performance is judged satisfactory by media specialist.

I. Module A-6 Health Education

II. Objective

The student will be able to demonstrate an understanding of school safety by executing a written examination and by rendering first aid in selected areas of emergency. Eighty per cent (80%) accuracy will serve as the criterion level for the written examination. Successful performance as judged by the instructor, will be the criterion level for the demonstration of first aid techniques.

III. Pre-Assessment

Pre-Assessment procedures consist of the following two (2) parts:

A. A written examination concerning school safety will be administered. Eighty percent (80%) accuracy will serve as the criterion level. Such an examination follows this module.

B. Using a fellow classmate as victim, the student will demonstrate the first aid procedure fpr each of the following:

1. Control of bleeding
2. Artificial respiration
3. Treatment of cuts and abrasions
4. Applying splints and slings for fractures

Criterion level of acceptable performance will be judged by the instructor.

IV. Instructional Activities

A. Read Chapter 6 of Health in Elementary Schools by Irwin, Staton and Cornacchia.

B. Attend lectures relative to School Safety and First Aid.

C. Read Safety Education Review, published annually by AAHPER-

D. Read related sections of the Red Cross First Aid Manual.

V. Post-Assessment

The written post-assessment procedure will be a variation of the pre-assessment examination. The practical post-assessment will be the same as the practical pre-assessment procedure. Criterion level will be judged by the instructor.

VI. Remediation

The student in consort with the instructor will determine the remediation

procedures needed.

VII. Pre-Assessment Examination

Directions: Briefly discuss each of the following questions on the answer sheets provided.

A. What are some major causes of children's accidents?

B. What is meant by the statement that proper safety habits and desirable safety attitudes are based upon safety education?

C. What are the major functions of the school safety program?

D. What are some of the important steps that may be taken to reduce the frequency of accidents in schools?

E. Under what conditions is the teacher liable in the event of a serious accident involving a school child?

F. What are the advantages of considering school safety as a phase of total community safety?

G. Why are the months of March, April, September and October the most dangerous for child pedestrians?

H. What is the teacher's part in providing a safe school environment?

I. Why should safety education have a place in every grade of the elementary school?

J. How does the yearly number of deaths caused by accidents to children compare with those caused by diseases each year in the United States?

I. Module B-1 Physical Education

II. Objective

Given a written examination, the student must be able to demonstrate his understanding of the following: the objectives of physical education in the elementary school, the value of periodic health examinations, the growth and developmental characteristics of children, and factors affecting the physical education program. An evaluation of 75% will be accepted as minimal performance.

III. Pre-Assessment

A written examination relative to the objective will be administered. Such an examination is attached to this module.

IV. Instructional Activities

A. Review Chapters 1-5 Teaching Physical Education in the Elementary School, Vannier and Foster.

B. Attend class lectures and discussions concerning interests, characteristics, needs, growth and development of children.

C. Suggested readings:

1. This is Physical Education, (A Policy statement by the Physical Education Division of the AAHPER.

2. Play with a Purpose, Anderson, Elliot and LaBerge, Chapter 14, "Planning the Program."

3. Physical Education for the Elementary School, Hollis Gait Chapter 1, "Foundations of Physical Education."

4. Physical Education for the Modern Elementary School, Bucher and Reade, Chapter 1, "Play--The Child's Work," Chapter 2, "Physical Education Contributes to General Education."

D. View Films

1. "New Designs in Elementary Physical Education," AAHPER.

2. "They Grow Up So Fast," AAHPER.

V. Post Assessment

An alternative form of the pre-assessment examination will be administered.

VI. Remediation

Remediation will be decided by the student in consort with his instructor.

VII. Pre-Assessment Examination

Directions: Answer any five (5) questions.

A. List three general objectives of the elementary school.

B. Define physical education.

C. List three developmental objectives (goals) of physical education.

D. Make five pertinent suggestions to teachers of physical education on the elementary school level (things that should be done before, during, or after the lesson).

E. State at least eight (8) classifications (types) of physical education activities that should be included in a well-balanced program for elementary school pupils.

F. What three factors may affect the physical education program?

G. List

1. One advantage of having the regular classroom teacher instruct physical education on the elementary school level.

2. One advantage of having a special physical education teacher instruct physical education on the elementary school level.

I. Module B-2 Physical Education

II. Objectives

A. Given an assigned elementary grade, the student will develop a 30 minute lesson plan for that group of children. Evaluation will be made by the instructor and will be based on quality and organization.

B. The student will compile a physical education resource card file, appropriately indexed by grade level and including detailed physical education activities and annotated listings of related materials. Student and teacher in consort will determine the number of resources to be included. Evaluation based on quality will be made by the instructor.

III. Pre-Assessment

Pre-assessment procedure consists of a written test relevant to lesson plan format. Such a test is attached to this module. A minimal response of ninety percent (90%) will indicate that no further instruction concerning format is necessary. However, satisfactory completion of this test does not exempt the student from completing his major assignments that are listed under post-assessment.

IV. Instructional Activities

A. Review Chapters 6, 7, and 8, Teaching Physical Education in the Elementary School, Vannier and Foster.

B. Attend class lectures and discussions relative to the objectives.

C. Suggested Readings:

1. What is a Teacher, Henry W. Simon, Chapter 10, "Preparing Lessons and Facing the First Class"
2. The Experience of Student Teaching, John E. Devor
3. Successful Teaching in Physical Education, Davis and Lawther

D. Listen to three of the following record albums:

1. "Action Songs and Rounds"
2. "Basic Rhythms (for skipping and hopping)"
3. "Fitness for Everyone"
4. "Foundamental Rhythms"
5. "Graded Physical Fitness Exercises for Girls"
6. "Graded Physical Fitness Exercises for Boys"
7. "Musical Action Games"
8. "Singing Action Songs"

E. Observe the physical education programs for selected primary and intermediate grades.

F. Consult with the classroom teacher concerning program content and organization.

V. Post-Assessment

A. Develop a 30 minute lesson plan for an assigned elementary grade. Content must be selected after consultation with the instructor and grade teacher. Final evaluation will be made by the instructor and will be based on quality and organization.

B. Compile a physical education resource card file, appropriately indexed by grade level (i.e. primary, intermediate). It must include detailed physical education activities (i.e. brief descriptions, diagrams, equipment, formations, rules or directions), annotated listings of sports reading books and related materials. The number of resources to be included will be decided by the student in consultation with the instructor. Evaluation will be made by the instructor and will be based on quality and organization.

VI. Remediation

The student in consultation with the instructor will determine the remediation needed.

VII. Pre-Assessment Test

Outline the format of a lesson plan and briefly describe what should be included in each section.

I. Module B-3 Physical Education

II. Objective

After consultation with two (2) classroom teachers in assigned grade levels (one primary-one intermediate), the student will teach one lesson for each assigned class. Evaluation based on organization, class management and quality of presentation will be made by fellow students, instructor and grade teacher.

III. Pre-Assessment

None

IV. Instructional Activities

A. Read Chapters 9-18, Teaching Physical Education in the Elementary School, Vannier and Foster.

B. Attend class lectures and discussions relative to the objective.

C. Suggested Readings: (Consult any two)

1. Physical Education Curriculum Guides (various states)
2. Games for Elementary Grades, Richardson
3. Games, Jewwie Bancroft
4. Card File of Games for the Gymnasium, Playground and Classroom, Gilb
5. Play Activities for Elementary Grades, Nagel
6. Programmed Physical Education Activities for Grades K-6, Educational Research Council of America

D. View film: "Simple Stunts;" "Methods for Teaching Physical Education"

E. Review any three of the following record-albums-manuals:

1. "Fifty All-Time Favorite Folk Dances for School Use"
2. "Folk Dancing for Kindergarten and Early Primary"
3. "Folk Dancing for Upper Elementary"
4. "Library of Folk Dances 'Roun the World'"
5. "Physical Education for Primary Grades"
6. "Teaching Children Mathematics through Games, Rhythms, Stunts"

F. View one of the following filmstrip sets:

1. "Playground Safety"
2. "Track and Field for Elementary Schools"

V. Post Assessment

A. The student will teach a ten (10) minute lesson to a group of five (5) children on the primary level, and will explain, demonstrate and participate in all activities presented. One or more of the following must be included: rhythmic activities, mimetics, and story plays. Evaluation will be based on effectiveness of presentations as judged by the instructor and fellow students.

B. The student will teach a twenty (20) minute lesson to a class of intermediate level children. During the lesson, the student must demonstrate at least two positive ways of securing total group participation. One or more of the following activities should be included in the lesson: group games, self-testing activities, calisthenics, team games of low organization, athletic or team games, classroom and quiet games, relays, and rhythms. Selection of the activities to be presented will be made by the student after consultation with the grade teacher. Evaluation of the student's teaching experience will be made by the grade teacher.

VI. Remediation

Remediation procedures will be determined by the instructor and student in consort.

I. Module B-4 Physical Education

II. Objective

After a period of instruction concerning programming for the atypical child, the student will take a written examination relative to the nature of disabilities and program planning for children with physical disabilities and special health problems. The criterion level will be eighty percent (80%) correct response.

III. Pre-Assessment

The student will be given a written examination relative to the objective. Such an examination is attached to this module.

IV. Instructional Activities

A. Review Chapter 20; Physical Education in the Elementary School, Vannier and Foster.

B. Attend class lectures and discussions relative to the atypical child.

C. Suggested Readings:

1. Physical Education for Elementary School, Hollis Fait, Chapter 3 "Special Physical Education"
2. Special Fitness Test Manual, AAHPER
3. Children and Fitness, AAHPER
4. Physical Education in the Modern Elementary School, Bucher and Reade, Chapter 3 "The Exceptional Child"
5. Physical Fitness, AAHPER (Prepared by Paul Hunsicker)

D. View the film: "Focus on Fitness," AAHPER

V. Post Assessment

An alternative form of the pre-assessment procedure will be administered.

VI. Remediation

Remediation will be decided by the student and instructor in consort.

VII. Pre-Assessment Test

A. List three categories under physically atypical children.

B. List two categories under socially atypical children.

C. Give the specific title of an activity under each classification listed below, that can be taught to atypical children who attend regular classes with other pupils:

1. Group games
2. Team games
3. Individual or dual sports
4. Folk or square dances
5. Camp crafts
6. Table, card or quiet games
7. Individual stunts without equipment
8. Relays

I. Module B-5 Physical Education

II. Objectives

A. Given a written examination, students will be able to discuss extra class activities relative to their values, types, organization and supervision. A minimal score of eighty percent (80%) will serve as the criterion level.

B. The student will work as a member of a student team in planning and conducting a special extra class activity for an assigned grade teacher and instructor.

III. Pre-Assessment

A written examination will be administered. Such an examination follows this module. A minimal score of eighty percent (80%) will serve as the criterion level, and will exempt the student from only the written portion of the post-assessment procedure.

IV. Instructional Activities

A. Read Chapters 21 and 22, Physical Education for the Elementary School, Vannier and Foster.

B. Attend class lectures and discussions relative to extra class activities

C. Suggested Readings:

1. Physical Education for the Elementary School, Hollis Fait Chapter 4, "The Extra-Class Program"
2. Intramurals for Elementary School Children, AAHPER

D. View Filmstrip: "After School Activities for Boys and Girls"

V. Post-Assessment

A. An alternative form of the pre-assessment examination will be administered.

B. After consultation with the teacher on an assigned grade level, the student will work as a member of a student team in planning and conducting an extra-class activity. Evaluation will be based on team andindividual effort, and will be made by the instructor and grade teacher in consort.

VI. Remediation

Remediation procedures will be determined by the instructor and student in consort.

VII. Pre-Assessment Test

A. List five (5) suitable activities for recess or noon periods.

B. Describe five (5) intramural activities that are suitable for elementary school children.

C. List three (3) types of tournaments that may be used for individual, dual or team sports on the elementary school level.

D. Give three (3) suggestions for organizing (formulating) teams.

INDIVIDUALIZED PRESCRIBED INSTRUCTIONAL MODULES

OVERVIEW

SOCIAL STUDIES FOR ELEMENTARY TEACHERS

I. Major Objectives

A. An ability to organize and analyze social science knowledge.

B. An ability to use the basic tools and skills of the social scientists.

C. An understanding of value orientations which affects societies throughout the world.

D. An ability to make social studies a meaningful part of a student's developing awareness of society.

II. Purpose

It is the purpose of these modules to aid the prospective elementary teacher to utilize the social sciences as a functional means for understanding the many facets of society. No student can possibly gain complete knowledge about man and society and the universe. Therefore, emphasis is upon the ability of a student to organize and analyze his knowledge, and upon his skills in locating and discriminating between resource materials when knowledge must be researched.

Also of concern is the sensitivity of the student to social phenomena and his ability to cope with unique social situations.

III. Components

A. Knowledge Component

1. Content Cluster

B. Skills Component

1. Investigative Skills
2. Expressive Skills
3. Audio-visual Skills

C. Value Component

1. Recognition of Values

D. Student Centered Component

1. Concepts

IV. Instructional Activities

For each behavior that the student plans to master, he will select those activities which will help him to master the behavior with the deepest understanding and the greatest efficiency. The activities fall under these headings:

A. Reading For Information

B. Viewing and Observing - Films and Filmstrips

C. Viewing and Observing - Video Tapes

D. Viewing and Listening - Sound Motion Pictures

E. Programmed Instruction

F. Microteaching Sessions

G. Individual and Group Instruction

V. Pre-Assessment and Post Assessment

Each student will demonstrate competency in behaviors or skills included in the model.

A. The student will perform on a pre-test and post-test.

B. A minimum rating of 90% or "good" from a panel of staff evaluators indicates competency.

C. The competency may be satisfied on the pre-test.

D. If a competency is not attained on the post-test, the student will continue practicing and will take another test.

I. Investigate Skills - Charts and Time Lines

II. Behavioral Objective

The student will demonstrate the use of charts and time lines by translating written information into chart form.

III. Pre-Assessment

Given a problem dealing with the development of symbols, the student will be able to arrange the symbols to reflect the facts and ideas expressed in the problem.

IV. Instructional Activities

Select any of the activities listed below that will help you master the skill.

A. Prepare a chart showing population growth and percentage of increase in the five largest states from 1961 to 1971.

B. Make a flow chart showing the branches of the government.

C. Create a time line showing a succession of historical events or select any aspect of the past which you believe has value for children and construct a time line.

V. Sources

A. Michaelis, John U., Social Studies for Children in a Democracy.

B. Preston, Ralph C., Teaching Social Studies in the Elementary School.

VI. Filmstrips

A. "Using Color to make Charts and Graphs," Framebroah Films, Color, 32 frames.

B. "Helping Elementary Pupils Understand Time Lines," Untine Films, 46 frames.

VII. Post Assessment

The same as pre-assessment

VIII. Remediation

Will be devised as needed

I. Investigative Skills - Graphs

II. Behavioral Objective

The student will demonstrate the use of graphs by translating written information into graphic form.

III. Pre-Assessment

Given three paragraphs offering information amenable to graphic expression, the student will be able to construct a bar, line, and circle graph offering the same information as the paragraphs.

IV. Instructional Activities

Activities number A, 2B and C are required.

A. Prepare a bar graph showing population trends of various communities.

B. Prepare a line graph explaining the term population explosion.

C. Make a circle graph showing how the tax dollar is spent.

V. Sources

A. Michaelis, John U., Social Studies for Children in a Democracy.

B. Servey, Richard E., Social Studies Instruction in the Elementary School.

C. Thomas, R. Murray, and Dale L. Brubaker, Decisions in Teaching Elementary School Studies.

D. Sound Motion Picture

Preparing Tables and Graphs in Social Studies, Anco Films, Color, 20 minutes.

E. Filmstrips

"Using Color to Make Charts and Graphs, Framebroak Films, Color 32 frames.

VI. Post Assessment

Given unfamiliar statistical data in paragraph form, the student will be able to present the information in graphic form.

VII. Remediation

Will be devised as needed.

I. Investigative Skills - Maps and Globes

II. Behavioral Objective

Using a variety of maps and globes, the student will be able to identify the parts of the globe and read any map and globe appropriate for use in the elementary school giving examples of the use of color, legend, symbols, scales and any other information given.

III. Pre-Assessment

The student will answer questions on multiple choice tests concerning identification of map symbols, use of map legend, the identification of terrain features such as a contour line, and the location of grid coordinates.

IV. Instructional Activities

Select any of the activities listed below that will help you master the skill.

A. Prepare a map, using scale and grid system of a school neighborhood or a school building.

B. Make a relief map of a single state, the United States or a Section of the United States.

C. Present a map on a transparency using a color key rather than words to distinguish the different physical features of the map pictured on page 155 of Dorothy J. Skeel's book, The Challenge of Teaching Social Studies in the Elementary School.

V. Sources

A. Michaelis, John U., Social Studies for Children in a Democracy.

B. Preston, Ralph C., Teaching Social Studies in the Elementary School.

C. Serney, Richard E., Social Studies Instruction in the Elementary School.

D. Skeel, Dorothy J., The Challenge of Teaching Social Studies in the Elementary School.

E. Films

1. "Maps and Their Meaning," Color, 14 minutes

2. "Maps and Their Uses," Color, 10 minutes

F. Filmstrips

1. "Using The Globe With Primary Children," Sensor Films, color, 15 minutes.

2. "Elements of a Map," color, 35mm, #ME-22.

3. Flat maps of a Round Globe, color, 35mm, #ME-281.

4. The Globe, color, #ME-261.

VI. Post Assessment

The student will teach a ten minute lesson interpreting a map to role playing peers including four of the six procedures on page 262 of Ralph Preston's Teaching Social Studies in the Elementary School.

Min. 4 out of 6

Spec. 6 out of 6

VII. Remediation

Will be devised as needed.

INDIVIDUALIZED INSTRUCTIONAL MODULE

OVERVIEW

MUSIC FOR ELEMENTARY SCHOOL TEACHERS

I. Rationale

Existing cultural trends have focused much attention to the area of general classroom music activities. Research has concluded that there is more needed than mere "rote" singing and playing in classroom music experiences for children in the elementary school. The prominence of audio and visual devises, such as the radio and television in the child's world, have permanently erased the "meaningless" value tag on the "Music for fun" and "frill" period in the elementary school classroom. Music has been included into the mainstream of educational thought and is no longer a peripheral program existing is semi-isolation. Individualization of instruction, thought processes, diversity in levels of performance, discovery, inquiry, approach through concepts, and other resources of educational thought and theory are included in music teaching and learning. Both teacher and learner achieve musical goals through participation and performance.

II. Objective

The music program is designed to develop basic skills needed for competencies in performing, in singing, rhythmic activities, music, reading, listening performance keyboard performance, performance on simple classroom music instruments and creating behavioral objectives.

III. Behavioral Objectives

A study of this module will broaden students' conception of the teacher's job in teaching music to children. It should also increase their understanding of how to motivate for teaching music as evidenced by students' competencies in:

A. Singing

1. Singing with clarity of tone and good diction by clearly enunciating vowels and consonants.
2. Sight singing melodies selected from elementary school music book series.
3. Identifying the first, second, and third parts of songs and singing each part with correct pitch and good tone quality.
4. Vocally differentiating between songs written in the major and minor modes.
5. Selecting and singing all tones of fundamental chords (I, IV, and V).

B. Rhythmic Activities

1. Identifying duple, triple, and asymmetrical meters.
2. Performing rhythmic patterns included in specific songs and instrumental compositions.
3. Reciting rhythms selected from familiar songs, using numbers and syllables.
4. Demonstrating the conductor's beats by directing songs in various meters.

C. Music Reading

1. Identifying symbols pertaining to rhythms.
2. Establishing meters by tapping beats in tempo appropriate to moods of songs.
3. Determining key and home tones by identifying key signatures and pitches found in melodies.
4. Sight reading and singing songs in rhythm, using numbers, letters, and syllables.
5. Sight reading common scale passages and chord patterns.
6. Selecting the musical design of songs, indicating where each phrase begins and ends, which phrases are exact repetition, which ones are similar, and which ones contain complete new materials.

D. Listening

1. Listening to and identifying any change in pitch.
2. Discovering and indicating points where key changes are made.
3. Relating simple music form to language structure in communication responses.
4. Discovering sound qualities of orchestral instrument and identifying each instrument when heard.
5. Discovering recognition of melody, contrasts in dynamics, timbre, mood, tonality, musical form and style when listening to music.
6. Relating stylistic characteristics to historical periods.
7. Selecting and comparing national styles in music.

E. Keyboard Performance

1. Locating all keys on the standard keyboard.
2. Relating basic symbols and playing melodies on the piano.
3. Performing simple tonic and dominant hermonies as accompaniments to songs included in school music series.
4. Harmonizing major and minor scale passages with simple chord progressions.
5. Playing melodies with the right hand and improvising accompaniments with the left hand.

F. Performance on Classroom Music Instruments

1. Relating music reading symbols to pitched sounds; play descants and melodies on the resonator bells, song flutes, tonettes flutophones, and recorders.
2. Discovering and identifying appropriate chords of the autocharp that might be effective accompaniment for songs.
3. Strumming strings of the autoharp on both sides of the bars and describing differences in tone qualities.
4. Experimenting with various autoharp strumming picks, such as erasers, pencils, or paper clips and discussing the difference in quality of sound.
5. Experimenting with classroom percussion instruments such as claves, cowbells, maracas, tom-tom drums, bongo drums, tambourines, castanets, and woodblocks; identifying various qualities of sounds and rhythmic effects.
6. Locating various objects which make interesting sounds: pans, pot lids, automobile brake drums, railroad spikes, and pieces of hardwood; incorporate these sounds into percussion compositions.

G. Creating

1. Selecting children's poems and writing original melodies for them.
2. Organizing appropriate background music for a given children's story.
3. Grouping a variety of musical rhythms and demonstrating related bodily movements.
4. Planning original music that would compliment a children's libretto and outlining appropriate dramatization.

IV. Experiences Each Student is Expected to Acquire

A. Singing

1. Accuracy and independence with expression and good diction.
2. A repertoire of a variety of songs which might be included in any public school classroom music book series.
3. The independent singing of many melodies, indicating knowledge of tonality and melodic movement.
4. The performance of songs involving a variety of rhythms.
5. The singing of two and three part homophonic or polyphonic songs, indicating awareness of harmonic relationship of tones.
6. The recognition of phrases, repetition, and contrasts in singing.
7. The singing of songs of various historical periods and cultures with appropriate tone quality, tempo, and dynamics.

B. Rhythmic Activities

1. Increasing ability to interpret rhythm.
2. The ability to distinguish common metric groupings; identifies mixed and asymmetric meters.

3. An indication of meter and rhythmic patterns of clapping, stepping and adncing.
4. The performance of simple and complex rhythmic patterns when playing melodic and percussion instruments.

C. Music Reading

1. Independence in applying notation as an aid to listening, performing, and creating.
2. A functional knowledge of notational symbols.
3. The recoghition on the score of chord pattern, repetition, contrast, and sequence.
4. The playing, sihging, or clapping of rhythmic patterns from notation.
5. The interpretation of meter and relationship of note values within a composition by reading the meter signature and tempo indication.
6. The interpretation of key signatures and establishment of tonality.
7. Performance of accompaniment on the piano and autoharp by reading chord symbols.
8. The application of notation as an aid when studying the form of music.
9. Observance of all expression marks in the score when listening or performing.
10. Recognition of the value of reviewing the musical score for clues to musical style.

D. Listening

1. Listening with discrimination to a variety of music.
2. Acquaintance with musical literature representative of a variety of music media nd musical forms.
3. Recognition of the tonality of a composition as major or minor.
4. Positive evidence of understanding various musical forms.
5. Sensitivity to the beauty of repetition and contrast to musical style.
6. An appraisal of contributions made to artistic musical performance by climax, unity, and variety.
7. Sensitivity in responding to subtle changes in rhythm, melody, tempo, dynamics, and tone quality.
8. Discrimination in identifying a specific historical period by its distinctive musical characteristics.
9. The ability to distinguish music of various cultures by musical characteristics.
10. Alertness in attributing certain musical devices to styles of specific composers.

E. Keyboard Performance

1. Skill in playing the melodies of a repertoire of songs on the piano.

2. Skill in providing simple harmonies as piano accompaniments to a repertoire of songs.
3. Increased skill in chording on the piano.

F. Performance of Simple Classroom Music Instruments:

1. Evidence of skill in performing melodies in various keys on melodic instruments; (bells, recorder, song flute)
2. Increased skill in chording on the autoharp.
3. Facility in performing classroom percussion instruments.
4. Evidence of ability in considering cultural and period characteristics when selecting instruments and organizing instrumental accompaniments.

G. Creating

1. Skill in creating melodies with the voice and instruments.
2. Facility in employing simple and complex rhythmic patterns in improvising rhythms.
3. Facility in improvising vocal and instrumental harmonizations to familiar songs.
4. Interest in expressive qualities of tone color, tempo, and dynamics when creating melodies and accompaniments.

V. Materials for Public School Music

A. Related Textbooks and References

B. Classroom Music Book Series

C. Song Books

D. Charts

E. Recordings

F. Piano

G. Record Players

H. Films

I. Melodic Instruments

J. Classroom Rhythm Instruments

K. Classroom Percussion Instruments

L. Autoharp

M. Pitch Pipe

N. Radio

O. Television

P. Tape Recorder

VI. Evaluation Procedures

In consideration of the peculiar nature of music, the observation of performance evaluation has proven the most effective means for discovering to what degree stated objectives have been attained. However, basic notational and historical information are best evaluated by means of written examinations. Acquisition of facts, attitudes, and interests are psychologically combined into the end results of relaxed musical performance. These factors alone are sufficient to justify evaluation by the observation method.

INDIVIDUALIZED INSTRUCTIONAL MODULE

OVERVIEW

SCIENCE IN THE ELEMENTARY SCHOOL

I. General Objective of the Module Cluster

The purpose of this module cluster is to enable pre-interns to identify the characteristics of Piaget's four stages of intellectual development.

II. Pre-requisites to the Module Cluster

None

III. Modules within the Cluster

This module cluster consists of five modules, each of which is related to the objective of the cluster. The modules are:

A. Identification of the characteristics of the sensory motor stage

B. Identification of the characteristics of the pre-operational stage

C. Identification of the characteristics of the concrete operational stage

D. Identification of the characteristics of the formal operational stage

E. Summarization of the four stages of intellectual development

I. Module I Identification of the Characteristics of the Sensory Motor Steps

A. Objective

The pre-intern will identify the characteristics of Piaget's sensory motor stage of intellectual development.

B. Pre-Assessment

None

C. Instructional Activities

1. Read "Hand-out" on Piaget's stages of intellectual development.
2. Study films: "Piaget-Conservation" and "Piaget Classification."

D. Post Assessment

E. Remediation

Student performance will be evaluated to determine if he needs to do additional work to acquire any of the competencies.

II. Module II

Identification of the Characteristics of the Pre-Operational Stage

A. Objective

The pre-intern will identify the characteristics of Piaget's pre-operational stage of intellectual development

B. Pre-Assessment

None

C. Instructional Activities

1. Read "Hand-out" on Piaget's stages of intellectual development
2. Study films" "Piaget-Conservation" and "Piaget-Classification."
3. How Children Fail - Holt

D. Post Assessment

When the student thinks he possesses 80% of the specified competencies notify his instructor that he is ready to do the assessment tasks for Module I.

E. Remediation

Student performance will be evaluated to determine if he needs to so additional work to acquire any of the competencies.

III. Module III

Identification of the Characteristics of the Concrete Operational Stage

A. Objective

The pre-intern will identify the characteristics of Piaget's concrete operational stage of intellectual development

B. Pre-Assessment

None

C. Instructional Activities

1. Read "Hand-out" on Piaget's stages of intellectual development.
2. Study films: "Piaget's-Conservation" and "Piaget's-Classification."
3. How Children Fail - Holt

D. Post Assessment

When the student thinks he possesses 80% of the specified competencies, notify the instructor that he is ready to do the assessment tasks for Module III

E. Remediation

The performance will be evaluated to determine if he needs to do additional work to acquire any of the competencies.

IV. Module IV

Identification of the Characteristics of the Formal Operational Stage

A. Objective

The pre-intern will identify the characteristics of Piaget's formal operational stage of intellectual development.

B. Pre-Assessment

None

C. Instructional Activities

1. Read "Hand-out" on Piaget's stages of intellectual development.
2. Study films: "Piaget-Conservation" and "Piaget-Classification."
3. Read: How Children Fail - Holt

D. Post Assessment

When the student thinks he posses 80% of the specified competencies, notify the instructor that he is ready to do the assessment tasks for Module IV.

E. Remediation

The performance will be evaluated to determine if he needs to do additional work to acquire any of the competencies.

I. General Objective of the Module Cluster

The purpose of this Module Cluster is to enable the pre-intern to demonstrate competencies in giving a structural interview and designing interviews on assigned topics for actual children.

II. Pre-requisites to the Module Cluster

Module I

III. Modules Within the Cluster

This module cluster consists of three modules, each of which is related to the objective of the cluster. The modules are:

A. Interviewing children in the pre-operational stage of intellectual development.

B. Structuring an interview of a personal design for actual children.

C. Analyzing an interview with an actual child.

I. Module I

Interviewing Children in the Pre-Operational Stage of Intellectual Development

A. Objective

With a structured interview, the pre-intern will interview an actual child of the pre-operational stage of intellectual development.

B. Pre-Assessment

None

C. Instructional Activities

1. Read "Hand-out" on "How to Give Interviews"

2. Study film: "Interviewing Children"

D. Post Assessment

Observations will be made of the interviews with actual children

E. Remediation

The student's performance will be evaluated to determine if he needs to do additional work to acquire the proper competencies.

II. Module II

Structuring An Interview of the Studen't Own Design For Actual Children

A. Objective

The pre-intern will analyze and interpret the information collected in the interview.

B. Pre-Assessment

None

C. Instructional Activities

1. Read "Hand-out" on "How to Give Interviews"
2. Study film: "Interviewing Children"

D. Post Assessment

A paper and pencil test will be administered on the objective.

E. Remediation

The student's performance will be evaluated to determine if he needs to do additional work to acquire the proper competencies.

INDIVIDUALIZED INSTRUCTIONAL MODULE

OVERVIEW

CHILDREN'S LITERATURE

I. Content Category

Children's Literature

II. Pre-requisites

This course is required for students majoring in elementary education. It is also required for non-majors who wish to become certified in elementary education. The course is listed in the professional sequence for elementary majors. It is scheduled for the junior or senior year. All general education courses must be completed prior to registration for Education 311.

III. Rationale

The students enrolled in Education 311 need a general background in child growth and development. The course is planned to have potential teachers explore and examine a great mass of available material designed to attract young readers. Basic criteria for judging children's books will be considered. Literature influences and interprets life. Since the young reader is in the process of forming his own attitudes, goals and ideals, and habits of operation, the literature presented and evaluated is of special importance. The printed page offers the best and worst of life; being a critical evaluator of what comprises good reading for children is emphasized in order to help them develop discriminating tastes that will serve them well during their present and future years.

IV. Behavioral Objectives

A. Given a list of Caldecott and Newberry award books, the students will evaluate them with 90% accuracy relevant to:

1. Content
2. Style
3. Child-like illustrations
4. Human interest appeal
5. Recognizable truth
6. Memorable and appropriate language
7. Exploration of scientific, historical, emotional and sociological facts

C. The students will select stories for reproducing by:

1. Re-telling to groups of elementary pupils
2. Demonstrating increasing competencies through use of teacher-made and commercial media, role playing and creative dramatics.

C. The students will be able to analyze reasons why some books never grow old and examine possible reasons why these books are written in one generation but continue to be popular with succeeding generations, i.e., Treasure Island, Robin Hood, Alladin and His Wonderful Lamp, etc.

D. The students will be able to identify books which communicate cultural values.

V. Pre-Assessment

A. The Mother Goose Rhymes have a universal appeal. Have students to recite rhymes learned in early childhood and appraise them as to:

1. Rhyme
2. Humor
3. Nonsense
4. Imaginative appeal
5. Surprise

B. Have pupils list at least twenty children's books or stories that they read in early childhood or later childhood and discuss reasons why these stories never grow old. It is pre-supposed that the following classics will be listed (among others that were on their required readings lists or by which they were surrounded in their home or public library environment).

1. The Three Little Pigs
2. The Three Bears
3. Little Red Riding Hood
4. Snow White and the Seven Dwarfs
5. Cinderella
6. Peter Pan
7. Three Billy Goats-Gruff
8. Winnie the Pooh
9. Heidi
10. Adventures of Pinocchio
11. Alice's Adventures in Wonderland
12. Robinson Crusoe
13. Little Women
14. Treasure Island
15. A Christmas Carol
16. Robin Hood
17. David Copperfield

18. Hansel and Gretel
19. Rumpelstiltskin
20. Beowulf's Fight With Grendel

C. Have pupils draw a circle around the alphabet listing the following poems if they are familiar with them, write a sentence synopsis explaining what the poems are about.

1. "The Pied Piper of Hamelin"
2. "Paul Revere's Ride"
3. "The Barefoot Boy"
4. "Hiawatha"
5. "To a Waterfowl"
6. "The Village Blacksmith"
7. "My Native Land"
8. "Lil' Brown Baby"
9. "Visit From St. Nicholas"
10. "Ode to Enthiopia"

D. Have pupils to list at least five of the many accepted criteria for judging a good book for children, i.e.,

1. What is the purpose of the book? (informational, practical, inspirational) Does it fulfill the purpose?
2. Is the book within the child's comprehension? Does it compare with books on the same subject? Do children like it?
3. Do the characters seem real? Do events arise naturally out of character's qualities, or do they seem forced?
4. Is the style of writing distinctive? Commonplace? Over-simplified or with correct grammatical usage?
5. Has it lasting value because of content? Style? Format? etc.

E. Have students list stories that they know that fall into the following categories: folk tales, myths, fiction, non-fiction, fables, legends, biography, autobiography, nature stories, bible stories.

If students show 80% accuracy in this pre-assessment performance they will be ready for more accelerated and enriched experiences with children in helping them to develop keener reading skills and interests.

VI. Instructional Activities

Required Learning Experiences

A. Compile lists of contemporary authors and illustrators of children's books.
B. Visit the Leon County Library for the purpose of observing the story hour periods and other planned activities for community children.

C. Examine a number of old and new anthologies of children's literature for the purpose of noting: (a) changes in content, (b) frequency of story selections, and (c) versions given for the same stories.

D. Illustrate stories of personal choice by use of felt board, poster board, mural, frieze or diorama.

E. Choose freely to work with elementary school pupils. Suggestions:

1. Story telling periods
2. Recording students' reactions to stories
3. Assisting them in book selections
4. Enjoying movie viewing periods with them

F. Interview as many parents as possible to determine the reading environment in the home.

G. Tabulate a list of books that were written in or about Florida. (books suitable for grades 1-6)

VII. Post Assessment

A general rating of 80% is required for a satisfactory teacher-student appraisal. If students satisfied 80% competency in the pre-assessment period, a higher degree of expected performance will be anticipated during the post-assessment period.

VIII. Remedial Activities

A. View appropriate films dealing with stories designed for grades 1-6.

B. Read the list of books, poems or stories listed in V above.

C. Bring in a list of television programs especially designed for elementary and pre-school school children. Analyze why they are considered appropriate.

D. Compile a card file of stories or poems recommended for children under the following headings: (a) animals, (b) sports, (c) romance, (d) home life, (e) patriotism, (f) children of other lands.

E. Read ten books dealing with minority life and culture. Give reasons why one would or would not include them on his approved reading list, examples:

1. Little Black Sambo
2. Epaminondas and His Auntie
3. Adventures of Huckleberry Finn
4. Shoo-Fly Girl

F. Compare five different editions of Mother Goose verses for the purpose of evaluating colorful illustrations, sturdiness of books and change in content.

G. Examine copies of early books for children. Compare content, themes and illustration with modern books.

IX. Resources

A. Film Series

1. Stories for children--primary-intermediate
2. Literature: American-English-General
3. Fables
4. Fairy stories
5. Cartoons

B. Recording Series

1. Famous Negroes in our history (biography)
2. Listening to recordings of story classics

C. Textbooks:

1. Arbuthnot, Mary Hill
   THE ARBUTHNOT ANTHOLOGY OF CHILDREN'S LITERATURE

2. Huber, Miriam Blanton
   STORY AND VERSE

3. Huck, Charlotte S. and Doris Young Kuhn
   CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL

4. Highes, Rosalind
   LET'S ENJOY POETRY

5. Johnson, Edna, Evelyn Sickels, Frances Sayers
   ANTHOLOGY OF CHILDREN'S LITERATURE

6. Krusz, Art (Illustrator)
   FAVORITE POEMS TO READ ALOUD

7. Siks, Geraldine Brain
   CHILDREN'S LITERATURE FOR DRAMATIZATION

INDIVIDUALIZED INSTRUCTIONAL MODULE

OVERVIEW

THEORY AND PRACTICE OF TEACHING IN THE ELEMENTARY SCHOOL (1 and 2)

I. Content Category

Theory and practice of teaching in the elementary school (1 and 2)

II. Pre-requisites

Theory 301 and 302 are included in the professional sequence for elementary majors. The courses are also open to juniors and seniors providing they have sucessfully completed their general education requirements.

III. Rationale

Theory 301 presents an overview of the entire elementary school program and gives specific help with respect to principles of teaching, understanding of approved practices in the development and education of children, problems involved in providing for democratic living in the elementary school; sensitizes students to the responsibilities and resources with which the prospective teacher must familiarize himself in meeting the needs of children. Opportunity is provided for the student to develop deeper insight and understanding of theory observation in the classroom. (FAMU Bulletin--1970-1971, p. 201)

Theory 302 is designed to help the prospective teacher strengthen the basic skills necessary in producing materials for effective presentation and instruction in the elementary school. Principles in organizing and integrating the use of materials in various types of elementary schools are discussed. Emphasis on such areas as planning instructional units, preparation and use of such aids as bulletin boards, flannel boards, slides, pictures, charts, graphs, maps and transparencies. Resources of the audio-visual department will be used to supplement classroom teaching. (FAMU Bulletin--1970-1971, p. 201)

IV. Behavioral Objectives

A. Through methods of planning, discussion and inquiry the students will increasingly become familiar with currect curriculum problems, the changing organizational patterns of the schools, and the expectations of teachers in the teaching-learning process.

B. The students will explore the uses of television, programmed learning and automated devices being proposed as teaching aids and evaluate the role of these forces in teaching.

C. The students will explore, consider, accept, adapt or reject new developments in research and develop their own philosophies as they learn diversified ways and means of bringing about improvements in school organization.

V. Pre-Assessment

A. A teacher-made test and a standardized test dealing with the following topics will be given:

1. The learning process
2. The meaning of curriculum
3. The new concept of discipline
4. Developing subject matter of content skills
5. Principles in teaching
6. School organizational patterns
7. Evaluating learning
8. Expanding teachers' competencies

B. 80% accuracy will be the goal for the above performance. Instruction will be individualized after the pre-assessment period.

VI. Instructional Acitivties

A. Education 301

1. Developing personal philosophies
2. Participating in role playing activities dealing with pupil-teacher relationships, administrative problems and parent-school relationships.
3. Collecting different types of report forms that are presently used in Florida public schools, making bulletin board displays of same.
4. Listing teaching competencies required for effective participation in a democratic society.
5. Divising ways and means whereby school-community relationships may become more meaningful.
6. Making a class and personal dictionary of educational terms.
7. Conducting panel discussions on current topics as they appear in current media, i.e.:

a. Bussing pupils
b. Abolishment of neighborhood schools
c. Bible readings in school
d. Achieveing racial balance in schools
e. Pressure groups
f. The return to corporal punishment
g. Federal aid to private schools

8. Analyzing the value of "frill" subjects and how they lend themselves to total child development.

B. Education 302

1. Observations at local elementary schools for participation and appraisal.
2. Reading and annotating articles for written evaluation. (articles to be read from current literature)
3. Bringing to class teacher-made and commercial teaching aids. Discussing how these aids may be used to enrich the teaching-learning process.
4. Making experience charts.
5. Making daily lesson plans.
6. Participating in a class or individual unit study.
7. Viewing films and filmstrips dealing with phases of work under study: learning to operate the machines.
8. Devise reports forms; with the use of the over-head projector discuss the form with the class and why the particular items are included.
9. Writing case histories 'this will entail working with a child with a problem'--after home visits and conferences with the child recommendations for corrections are submitted.

VII. Post-Assessment

A. The same test given during the pre-assessment period will be given for new evaluation. Other methods of evaluation will include:

1. Observations
2. Personal comments during conference sessions.
3. Overt interest as exhibited by class attendance, participation and growth in receptiveness, tendency towards self-evaluation, change in attitudes and general resourcefulness.

B. Remediation

Students who fail to show increasing competencies in the learning experiences and activities as outlined will be re-tested for diagnostic purposes. Learning experiences will be enriched to give more opportunity for re-assessment, review and self- evaluation.

VIII. Resources

A. Film and Filmstrip series (partial list)

1. "Common Fallacies About Group Differences"
2. "Behavioral Objectives"
3. "Pressure Groups"
4. "Controlling Behavior Through Reinforcement"
5. "Children Growing Up With Other People"
6. "Instructional Materials"
7. "Learning and Growth"
8. "Community Repsonsibilities"

9. "The Unit of Work"
10. "Individual Differences"

B. Textbooks and Bulletins (partial list)

Beck, R. H., W. W. Cook, and N. C. Kearney
CURRICULUM IN THE MODERN ELEMENTARY SCHOOL

Collier, Calhoun C. et al (Basic Text)
TEACHING IN THE MODERN ELEMENTARY SCHOOL

Fleming, Robert S.
CURRICULUM FOR TODAY'S BOYS AND GIRLS

Goodlad, J. I.
PROMISING PRACTICES IN NONGRADED SCHOOLS

Leonard, Edith M.
FOUNDATIONS OF LEARNING IN CHILDHOOD EDUCATION

Lee, J. Murray and Doris May
THE CHILD AND HIS CURRICULUM

Logan, Lillian and Virgil Logan
TEACHING THE ELEMENTARY SCHOOL CHILD

Monson, Charles H., Jr.
EDUCATION FOR WHAT?

Nerbovig, Marcella H.
UNIT PLANNING: A MODEL FOR CURRICULUM DEVELOPMENT

Shuster, Albert and Milton E. Ploghoft
THE EMERGING ELEMENTARY CURRICULUM

Zellner, Miriam and Eleanor E. Maccoby
EXPERIMENTS IN PRIMARY EDUCATION

C. Special Articles

Association for Supervision and Curriculum Development
"Learning More About Learning"

Association for Supervision and Curriculum Development
"New Insights and the Curriculum"

EDUCATIONAL LEADERSHIP
"Who Should Plan the Curriculum?"

FLORIDA EDUCATIONAL DIRECTORY
"State Department of Education"

INDIVIDUALIZED INSTRUCTIONAL MODULE

OVERVIEW

MATHEMATICS AT THE ELEMENTARY SCHOOL LEVEL

I. Content Classification

Mathematics Content and Methodology from the pre-school level through elementary school.

II. Purpose

Individual modules are designed to allow students flexibility in achieving their maximum growth in mathematics content and teaching. By doing, noting patterning and relationships, discovering individually and in groups, mathematics and the teaching thereof becomes an area of involvement. The purposes of the modules related to mathematics content are to define, relate, and compare terms (language), concepts, and structures of mathematics necessary to effeciently deal with existing elementary school curricula and cope with evolving changes. The purposes of the modules related to mathematics teaching are to define, relate, and compare multiple teaching strategies and the application of these strategies to various mathematics teaching/learning situations.

III. Behavioral Objectives

(N. B. the following are meant to be examples of objectives related to above-stated purposes and not, by any means, all-covering or all-inclusive).

A. Given ten (10) mathematical topics, eg., symmetry, graphs, the college student will demonstrate correct usage of mathematical language as judged acceptable by the college teaching team, through practical applications of the related terms in video-taped teaching sessions.

B. Given three (3) basically accepted structures for elementary school mathematics programs, the college student will describe adequately as judged by the college teaching team, two (2) of the three (3) programs according to sequential development of mathematical content.

C. Given a list of elementary students' understandings and skills, the college student will describe adequately as judged by the college teaching team, three (3) different teaching strategies that might be used in developing some one mathematical idea.

IV. Skill Cluster

Competencies (performances) to be acquired are categorized according

to the cognitive domain:

A. Knowledge

B. Comprehension

C. Application

D. Analysis

E. Synthesis

F. Evaluation

the affective domain:

A. Acceptance

B. Responses

C. Value Judgements

D. Organization

E. Characterization

and certain motor skills:

A. Coordination

B. Procedure

C. Systems Management

V. Learning Experiences

All college students will be required to become involved in each type of learning experiences at least once to be able to intelligently draw some conclusions about his/her own learning style(s). Beyond this, there are no specific requirements of the college student related to learning experiences.

(Asterisks are used to indicate currently relevant references only)

A. Reading (See "Selected References")

B. Viewing films (See "Selected References")

C. Viewing Filmstrips (See "Selected References")

D. Viewing Transparencies (See "Selected References")

E. Examining current printed mathematics materials used at the elementary school level (See "Selected References")

F. Examining current non-printed (manipulative mathematics materials used at the elementary school level. (See "Selected References")

G. Listening to audio tapes (See "Selected References")

H. Viewing video tapes (See "Selected References")

I. Interacting with peers

1. Formal and informal discussions
2. Panel presentations
3. Debates

J. Observing children in school and non-school situations

K. Attending lectures

L. Conferring with the college teaching team

VI. Performance Criteria

Evidence of performance related to teaching will be given by:

A. Simulation of teaching/learning situations

B. Role playing

C. Video-taping teaching situations with children

D. Audio-recording interaction with children

E. Micro-teaching sessions

F. Analyzing teachers verbal patterns

G. Preparing printed and non-printed mathematics materials

H. Preparing, administering and interpreting measures of children's understandings, skills and attitudes.

I. Preparing organizational schemes for teaching/learning situations.

METHODS OF EVALUATION

I. Pre-Assessment

General assessments of the college student's background in:

A. Mathematics content will be based on responses given on the Prescriptive Mathematics Inventory by John Gessel, Level A.

B. Mathematics teaching will be based on the performance observed in a video-taped teaching/learning situation with elementary school children.

II. Study Methods

The college student will be free to choose the study method most compatible to his/her learning style to successfully complete, "each post-test" at the end of individual instructional modules, and the final assessment procedures.

III. Final Assessment

Upon successful completion of required related modules, the college student's understandings, skills and behavior in:

A. Mathematics content will be assessed on the basis of responses given on Level B, of the Prescriptive Mathematics Inventory and,

B. Mathematics teaching on the performance observed in a teaching/learning situation with children in an elementary school.

SELECTIVE REFERENCES

Readings:

(c) refers to references especially relevant to content
(m) refers to references especially relevant to methodology (teaching)

(m) All Nuffield Mathematics Project Materials, New York; Wiley, 1962.

(c) Scandura, Joseph M. Mathematics Concrete Behavioral Foundations.

(c) Jacobs, Harold R. Mathematics: A Human Endeavor.

(c) and (m) Periodicals: The Arithmetic Teacher
The Mathematics Teacher

(m) Adams, L. D., A Background to Primary School Mathematics.

(c) Adler, I., The Magic House of Numbers.

(c) Adler, I., The Giant Colour Book of Mathematics.

(c) Adler, I., Mathematics: The Story of Numbers, Symbols and Space.

(c) Adler, I., The New Mathematics.

(c) Adler, I., Numbers Old and New.

(c) Asimov, I., Realm of Numbers.

(m) Association of Teachers in Colleges and Departments of Education. Primary Mathematics for Schools and Colleges.

(c) Dantzig, T., Number, The Language of Science.

(c) Dienes, Z. P., Building Up Mathematics.

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(c) Dienes, Z. P., The Power of Mathematics.

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(c) Smith, D. E., Number Stories of Long Ago.

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(m) Stern, C., Children Discover Arithmetic.

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(c) Mathematics (7) Encyclopedia Britannica Educational Corp.

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(c) Associativity, McGraw-Hill.

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(c) How Many, Time-Life.

(c) Which Base?, Time-Life.

(c) Measurement, Time-Life.

(c) Symmetry, Time-Life.

(c) Flat Shapes, Time-Life.

(c) On the Surface, Time-Life.

(c) Solid Shapes, Time-Life.

(c) Filling Space, Time-Life

(c) Turning Tables, Time-Life.

(c) What Remains? Time-Life.

(c) Patterns for Numbers, Time-Life.

(c) Lucky Numbers, Time-Life.

(c) Facts into Pictures, Time-Life.

(c) Pictures into Facts, Time-Life.

(c) Too Many To Count, Time-Life.

(c) One Thing Leads To Another, Time-Life.

(c) Finding the Place, Time-Life.

(c) About Turning, Time-Life.

(c) Changing Size. Time-Life.

(c) Measuring the Earth, Time-Life.

(c) Binary Number, Time-Life.

(c) Two-State Systems, Time-Life.

(c) A Pattern and Numbers, Time-Life.

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Language Arts

Language arts constitute the heart of the elementary school curriculum. A significant proportion of the pupil's time, especially at the primary level, is spent in developing and refining the skills of communication. These skills include, principally, reading, listening, oral and written composition, handwriting, spelling, vocabulary building, and literature. Thus, any program designed for the preparation of elementary school teachers must give considerable attention to helping these teachers refine their own language skills as they become proficient in the very complex art of guiding children toward effective use of the communication skills. Thus, a student who has completed the teacher education program of the Department of Elementary Education at Florida A and M University should possess the following competencies in the area of the teaching of the language arts:

He should be able to---

1. use diagnostic procedures to determine the educational development, interest, and needs of individual pupils in the language arts at any level.

2. determine readiness for learning in the areas of the language arts at all levels.

3. use his understanding of how language development takes place in typical children to adjust the language experiences individual children should have.

4. explain how reading, writing, listening, and speaking are interrelated and use this knowledge to plan a balanced language arts program for his pupils.

5. use his knowledge of the place of the language arts in the total instructional program of the school to assist in the development of a balanaced language arts curriculum for all pupils.

6. use at a functional skill level seve ral approaches to the teaching of reading including the phonics approach, the linguistic approach, the language experience approach, the basal reader approach, and the individualized reading approach.

7. choose from among the various approaches to teaching reading those which are most suitable to the needs of individual pupils.

8. select, critically analyze, and use materials appropriate for teaching reading by several acceptable approaches.

9. help children become skillful in the identification of words through phonetic analysis, structural analysis, configuration, picture clues, and context clues.

10. provide children with the practical experiences which will lead to proficiency in the use of comprehension skills, study skills, and creative and critical reading.

11. diagnose a corrective reading case and design a program of reading improvement to meet his needs.

12. identify the child who is a true reading retardation case and write an intelligible referral report for the reading specialist.

13. write print script.

14. write neatly and legibly in both script and cursive on the chalkboard.

15. recognize different kinds of speech defects.

16. screen for hearing and sight impairment.

17. encourage children to read widely from good literature.

18. select, administer, and use the results of standardized tests of reading and the other language arts.

19. organize and use resource units, teaching units, and daily and weekly lesson plans in reading, written composition, oral composition, listening, spelling, handwriting, and vocabulary building.

20. plan creative activities for independent learning in the language arts.

21. organize learning stations for the language arts.

22. design learning activity packages for the language arts.

23. promote the use of appropriate language patterns in different kinds of communications situations.

24. deal with dialects and promote the learning of standard English as a second language.

25. use the facility several acceptable approaches to the teaching of spelling, listening, grammar and usage, composition, and handwriting.

26. group pupils properly according to needs, interests, skills and language styles in the several areas of the language arts.

27. plan for and work simultaneously with several groups in the various language arts.

28. provide children experiences in creative composition.

29. use machines designed to enhance the teaching of the language arts such as the language master, the tachistoscope, tghe reading pacer, and others.

30. keep a resource file of commercial materials available for enhancing the teaching of reading and other language arts.

31. make presentable and appropriate charts, posters, bulletin boards and other visual suitable for teaching the language arts.

32. use reading and language games to make learning exciting and enjoyable.

33. set up a classroom library.

34. guide children in the use of the school library.

35. make a list of books suitable for use with relunctant readers.

36. give a parent suggestions for intelligently guiding the recreational reading of his child.

37. keep adequate records of the strengths and weaknesses of individual pupils in reading, writing, composition, spelling and other language arts.

38. keep himself informed by reading the current literature in the area of language arts such as that located in The Reading Teacher, The journal of Reading, Elementary English, The English Journal, The Journal of Elementary Education, The Instructor and The Grade Teacher.

39. make effective use of the various arts and skills of effective teaching such as questioning, lecturing, prompting, discussing, assigning, reinforcing, rewarding and evaluation.

40. use standard English for his own writing and speaking.

Curriculum materials for the language arts component of the Florida A and M University model will consist of module clusters in six communication skills areas. Children's literature is treated as a separate entity elsewehre in this model. The six months clusters will be as follows:

-Reading-

Reading is basic to all formal education and is directly involved in the development of all other communication skills. The teaching of reading is a complex demanding highly developed skills in a variety of processes related to diagnosing, planning, presenting, measuring and evaluating, and selecting and using appropriate media and materials.

The purpose of this module cluster in reading is to provide the theoretical base and appropriate practice for the development of expertise in the area mentioned.

Modules in the cluster:

1. The Nature of Reading
2. Basic Approaches to Teaching Reading
3. Reading Readiness and Pre-Reading Activities
4. Work Attack Skills
5. Planning and Implementing Reading Instruction
6. Reading Comprehension
7. Critical and Creative Reading
8. Reading Diagnosis and Assessment
9. Reading Materials, Games and Activities

-Listening-

Listening is the most frequently used communication skill. Experts have reckoned that the typical individual listens one book per day, talks one book per week, reads one book per month, and write one book per year. Advances in radio, television, and sound recording have served to emphasize the need for good listening skills. The art of good listening must be learned.

The purpose of the cluster of modules on listening is to provide understanding of the listening process, the development of skills in the methods and use of materials for teaching listening, and practice in the techniques of evaluating listening.

Modules in the cluster:

1. Aspects of Listening
2. Techniques for Developing Listening Skills
3. Using Listening Games and Activities
4. Evaluating Listening Skills

-Oral Composition-

The use of oral communication is second in frequency to listening. It is the most social of all the language skills. To the linguists "language is oral-language is speech." All children develop some measure of fluency in their speech prior to entering school. In this area, the major task of his teachers is to help him enhance the effectiveness and usefulness of his oral language.

The purpose of this cluster of modules in oral communication is to develop a functional understanding of oral composition and its social purposes, and to suggest useful procedures for promoting growth in the area.

Modules in the cluster:

1. Linguistics and Speech
2. Oral Composition for Social Situations
3. Developing Techniques of Discussion and Concersation
4. Developing Techniques of Storytelling
5. Developing Techniques of Creative Dramatics
6. Evaluating Oral Composition Skills

-Written Composition-

Composing in writng is a complex exacting task requiring skills in such technicalities as punctuation, capitalization, sentence and paragraph structure, spelling, and appropriate grammatical structure and usage. Learning to express one self in writing with clarity and precision is a lifelong endeavor which has its beginning in the elementary grades.

The purpose of this module cluster in written composition is to develop a functional knowledge of the uses of written composition and the methods and materials for building strengths in this area.

Modules in the cluster:

1. Capitalization
2. Punctuation
3. The Sentence
4. Organizing Written Compositions
5. Functional Writing
6. Creative Writing
7. Proofreading and Revising
8. Evaluating Written Composition Skills

-Vocabulary Development and Spelling-

Words are the building blocks of language. Every individual possesses several vocabularies--listening, speaking, reading and writing. The choice of vocabulary is controlled by its appropriateness to time, place and situation. One's social and professional standing in life is often directly related to the power and effectiveness of his vocabulary. Spelling is a logical companion to vocabulary building. The most stable protion of one's vocabulary is likely to be those words which he knows how to spell.

The purpose of this module cluster in vocabulary development and spelling is to present techniques for building vocabulary and to give consideration to the several prescribed methods of teaching spelling.

Modules in the cluster:

1. Word Games and Other Vocabulary Building Activities
2. Using the Dictionary, Thesaurus, and Other Devices for Building Vocabulary
3. Five ways of Teaching Spelling
4. Linguistics and Spelling
5. Evaluating Spelling

-Handwriting-

Exercises in developing the meticuously stylized, copy-book script have no place in today's schools. Children are encouraged to develop legibility and neatness of handwriting. Although the use of the typewriter is becoming increasingly popular even in the elementary school, there remains a legitimate need to learn the skills of handwriting.

The purpose of this cluster of modules on handwriting is to provide techniques for guiding children in the learning of the skills of manuscript and cursive writing. Attention is given to diagnostic and evaluative procedures in handwriting.

Modules in the cluster:

1. Manuscript writing
2. Cursive writing
3. Diagnosing and Evaluating Handwriting

-Sample Module-

The modules in these clusters will be developed according to the

following model. This is module four (4) in the reading cluster.

Word Attack Skills

Objectives-

Given an opportunity to do so the student will complete the following tasks at an acceptable level and judged by the resource teacher according to the criteria prescribed by each task:

1. successfully complete at least one programmed book on word attack skills.
2. score at a passing level on word attack skills tests on consonants, vowels, structural analysis, and content clues.
3. design a plan for encorporating word attack skills in a primary grades reading program.
4. make a group of reading lesson plans which encorporate the teaching of word attack skills along with the regular reading lesson.
5. present a short research paper defending or rejecting the value of emphasizing word attack skills.

Prerequisite: None

Pre Assessment: A pencil and paper review test of word attack skills. This test will examine your knowledge of and ability to use generalizations regarding phonics, analysis, structural analysis, and context clues. (Secure from your resource person)

Instructional Activities:

Required

1. Complete one of the following programmed books:

a. Hull, Marion A., Phonics for the Teacher of Reading

b. Wilson, Robert and Maryanne Hall, Programmed Word Attack for Teachers

2. Read:

a. Heilman, Arthur W., Phonics in Proper Perspective

b. Betts, Emmett A., Foundations of Reading Instruction, Chapter 24.

c. Clymer, Theodore, "Phonic Generalizations Most Useful in the Primary Grades," Reading Teacher, January, 1963.

3. View the filmstrip and listen to the recording which you feel a need for in the program:

a. "Phonics in a Nutshell"

or

"Elementary Word Power"

4. Plan and carry out the following activities:

a. Plan a resource unit of word attack skills integrated with the regular reading program of one of the primary grades.

b. Plan a lesson from your resource unit.

c. Teach your lesson to a reading group or a mini class. Record the lesson on video tape and arrange a critique session of the tape with your resource person.

Optional Activities (Select according to your needs):

1. Arrange a conference with your resource person for the purpose of clarifying things you do not understand about word attack skills.

2. Tutor a pupil who is having special difficulties with word attack skills.

3. Listen to the recordings in the program, "Sound for Young Readers."

4. Study the workbooks:

   a. Words, Their Structure (Teacher's Manual and Key)

   b. Breakthrough (Teacher's Manual)

   c. Introduction to Spelling in the Regular Alphabet

5. Read any of the following:

   a. Childs, Sally and Ralph Childs, Sound Phonics

   b. Jones, Daisy, Teaching Children to Read, Chapter 5

   c. Durrell, Donald, Improving Reading Instruction, Chapters 10, 11, 12

   d. Wallen, Carl J., Word Attack Skills in Reading

Post Assessment

The post assessment will consist of an alternate form of the pre-assessment test. (Secure from your resource person).

Remediation

Individual remediation needs will be taken care of through arrangements with your resource person.

SECTION III

EARLY STUDENT CONTACT

It is desirable to contact prospective majors in elementary education prior to their arrival at the University for enrollment. Therefore upon receipt of copies of freshmen and transfer student notifications of admission to the University and to the Department of Early Childhood and Elementary Education, each student will be written a letter of welcome. A brochure will be enclosed which contains general information about the Department, the listing of the courses offered under the respective captions of General Preparation, Professional Preparation and Specialization courses. The brochure also includes a brief statement about the Developing Performance Based Program for Training Elementary School Teachers.

The contact made with the student prior to his presence on campus begins the development of a relationship between the personnel in the Department and the students that is conducive to more effective counseling and advisement throughout the students' period of training.

ASSESSMENT OF LEARNING EXPERIENCES

Regardless of learning experiences in a teacher education program there are some procedures designed to assess the extent to which the learner has achieved according to developed objectives or goals.

The performance based program assumes the position of making assessments as they relate specifically to the achievement of objectives that are stated in behavioral terms.

The experiences in which students will be engaged lend themselves to changed observable behavior. The results may be describable or quantified. The quality of the student's work must be left to the judgement of the instructor or team.

In addition to the expected outcomes, based on stated behavioral objects, many students will acquire additional knowledge and behaviors from the designed experiences. These will be recognized and included in the students' assessment.

The recognition of the additional learnings and behaviors may be included in subsequent expentancies.

STUDENT-TEACHER OPINIONS

In developing the Model Program, it was the consensus of the faculty that the opinions of student-teachers should be ascertained regarding the content in the present program. The content is organized into three categories: (1) general or basic preparation, (2) professional preparation, and (3) soecialization.

The opinions of student-teachers will be secured for a minimum of six quarters; however, to date, the results have been compiled for only three quarters. (See appendix B)

The cumulated frequencies of the opinions of student-teachers are not sufficient upon which to provide sufficient reliability for reaching a valid conclusion. However, the results of the opinionnaires seem to indicate a trend.

The opinions of student-teachers for the first three quarters were based on their experiences under the present system of non-module instruction. The results of the opinions of student-teachers for the second three quarters will be based on their experiences in the individual instructional module organization of instruction. A comparison of the interpretation of the results of the two groups will be used to determine the need, if any, for change in the content of the respective components of the content in the program.

NEXT STEPS

The Staff responsible for developing the model program will devote its efforts during the summer quarter of 1970-71 to delineating the management procedures for the program.

During the school year of 1971-72 the following are to be accomplished:

1. Phasing in all modules developed in the professional preparation content component.
2. Developing modules for the cornerstone criteria, in-service criteria, and human relations.
3. Expanding the freshmen, sophomore and transfer students' participation in the early-involvement component of the program.
4. Securing a feedback from the 1971 graduates who were in the experimental group in teaching mathematics in the elementary school.

Presently, it has not been decided whether it is desirable to have all students in the respective professional content areas to become engaged in the individualized instructional modules or to have an experimental group and a controlled group in each of the areas. However, the decisions will be made in sufficient time to initiate the modules when the 1971-72 school year commences.

APPENDIX

Appendix A

Content of Brochure to Incoming Freshmen and Transfer Students in the Department of Early Childhood Elementary Education

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

Tallahassee, Florida

ZIP CODE: 32307

SCHOOL OF EDUCATION

DEPARTMENT OF EARLY CHILDHOOD
AND ELEMENTARY EDUCATION

Dear

I have been informed by our office of Admissions and Records that you have been admitted to Florida A & M University for the _____ quarter beginning _____, and that you have selected elementary education as a major area of concentration.

We welcome you to the Department of Early Childhood and Elementary Education where you will join other students who have the same interests.

A brochure containing the program for training kindergarten and elementary school teachers is enclosed for your information. One unique feature of the program in our department, is the opportunity to complete it with certification in kindergarten and the elementary grades as well as a minor field of twenty-one (21) quarter hours. In many cases these hours are sufficient for a third area of certification.

You will be assigned an advisor in the department to assist you during your stay at the University.

We look forward to meeting you upon your arrival at the University.

Yours truly,

L. S. Davis, Chairman

LSD:jsa

Enclosure

CONTENT OF BROCHURE TO INCOMING
FRESHMEN AND TRANSFER STUDENTS
IN THE DEPARTMENT OF EARLY CHILDHOOD ELEMENTARY EDUCATION

GENERAL INFORMATION

The program in the Department of Elementary Education is designed to develop competent individuals for teaching in grades K-6.

Students enrolled in the program may also concentrate in a content area by completing 21 hours of credit in the College of Arts and Sciences, School of Agriculture and Home Economics, or the School of Technology, or they may certify for teaching the physically and mentally handicapped.

The emerging performance-based program will make it possible for each student entering the Department of Elementary Education to spend some time prior to admission to teacher education in Early Involvement Experiences.

Transfer students will participate in Early Involvement Experience during their first quarter of residence in the University.

Other laboratory experiences consist of a minimum of 30 clock hours of observation and participation and 100 clock hours of student teaching.

Each student who enters the Department is assigned an advisor to assist him in the pursuit of his objectives throughout his tenure at the University.

PROGRAM

Subject Area

General Preparation	Quarter Hours
Early Involvement	0
Communications	12

105

General Preparation	Quarter Hours
Mathematics	9
Humanities	6
Art	6
General Psychology	3
World History	6
U. S. History and Government	12
Health and Physical Education	6
Biological Science	4
Physical Science	4
Sociology	3
Economics	3
	74
Professional Preparation	
Human Growth & Learning Process	6
Theory & Practice in the Elementary School	9
Directed Observation & Participation	
Foundations of Reading in the Elementary School	6
Social Foundation	3
Test & Measurements	3
Student Teaching	15
	42
Specialization Courses	
Early Childhood Education	9
Children's Literature	3
Science for the Elem. Sch.	6
Mathematics for the Elem. Sch.	6
Language Arts	3
Health & P.E. in the Elem. Sch.	6
Art for the Elem. Sch.	6
Music for the Elem. Sch.	6
Geography and Conservation	6
	54
Electives	20
Total	190

PERFORMANCE BASED PROGRAM

The Department of Elementary Education is moving toward the establishment of a performance-based teacher education program. The outstanding advantages of this kind of program over the more conventional procedures for preparing teachers are:

1. Teacher trainees are provided many opportunities to work directly with elementary school children in school settings.

2. Teacher trainees are permitted to work at their own rate of learning and refining the actual skills of teaching.

3. Teacher trainees are provided continuous individual counseling in the selection of content and completion of their programs of study.

4. Teacher trainees are provided remedial experiences when they are called for and are permitted to accelerate their learning according to their own abilities and interests.

5. Teacher trainees are provided the support of a wide variety of materials, equipment, instructional media and self-teaching devices throughout the program.

6. Teacher trainees are provided endless opportunities to sense the relationship of theory to practice and to become skillful in the tasks of teaching.

Appendix B

Results of Opinionnaires of Student Teachers
Regarding the Program in Elementary Education
School Year 1970-71

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

TALLAHASSEE, FLORIDA

School of Education — Department of Early Childhood and Elementary Education

Questionnaire For Student Teachers

Directions: Mark X in the appropriate space opposite the area of training that best describes your opinion regarding the elementary education program.

General Preparation	Sufficient No. | %	Needed More No. | %	Needed Less No. | %	Not Needed No. | %
Communications:				
Composition	46 | 75	11 | 18	4 | 7	____
Speech	28 | 47	28 | 47	2 | 3	2 | 3
Humanities	43 | 74	7 | 12	3 | 5	5 | 9
Art Experiences:				
Art Appreciation	50 | 82	6 | 10	4 | 6	1 | 2
Applied Art	44 | 74	13 | 22	1 | 2	1 | 2
General Psychology	50 | 82	7 | 12	2 | 3	2 | 3
Mathematics Experiences:				
Fundamentals of Mathematics	45 | 75	10 | 17	5 | 8	____
Algebra & Trigonometry	29 | 52	6 | 11	8 | 14	13 | 23
Science Experiences:				
Biological Science	47 | 76	7 | 11	6 | 10	2 | 3
Physical Science	37 | 62	7 | 12	6 | 10	10 | 16

General Preparation	Sufficient No.	%	Needed More No.	%	Needed Less No.	%	Not Needed No.	%
Social Sciences:								
U. S. History	49	79	3	5	9	15	1	1
World History	43	63	9	13	14	21	2	3
Sociology	43	70	12	20	4	7	2	3
Economics	42	70	1	2	6	10	11	18
U. S. Government	50	85	5	8	1	2	3	5
Health and Physical Education:								
Health Content	53	85	9	15	____		____	
P. E. Activities	53	85	4	7	5	8	____	
Professional Preparation								
Understanding Human Growth & Dev.	37	62	23	38	____		____	
Understanding the Psy. of Learning	34	56	26	43	____		1	1
The Program of the Elem. School and Theories of Teaching	44	72	15	25	2	3	____	
Observation and Participation before Engaging in Student Teaching	32	52	30	48	____		____	
Preparation in the Teaching of the Language Arts:								
Reading	27	44	34	56	____		____	
Other Language Arts	29	51	27	47	____		1	2

	Sufficient		Needed More		Needed Less		Not Needed	
	No.	%	No.	%	No.	%	No.	%
Understanding the Nature of Tests, Scoring Test and Interpreting and using Test Results	30	50	26	43	____		____	
Specialized Experiences								
Literature for Young Children	51	82	11	18	____		____	
Science for the Elem. School and How To Teach It	37	61	24	39	____		____	
Mathematics for the Elem. School and How To Teach It	37	60	25	40	____		____	
Health and Physical Education for the Elem. School	55	89	4	6	2	3	1	2
Art for Elem. School Children and How To Teach It	33	54	24	39	3	5	1	2
Music for Elem. School Children and How To Teach It	38	60	20	32	4	6	1	2
Student Teaching Experiences	40	64	21	34	1	2	____	

List experiences you were called upon to provide for the children during your Student Experiences for which you did not have any training.

_____

Signature (Optional)